



**Intent and design**  
**What are we trying to achieve?**

**By promoting our school ethos of ‘Respect, Pride and Achieve’, together with our Red Kite Values, our young people will have the character traits, knowledge, and skills to make a positive impact on the world.**

- C:** We learn about past events and how it has formed today’s *culture*.
- H:** We recognise how our *health* has changed over time by learning about past events and attitudes.
- A:** We build *aspirations* by learning about historical figures and how they have influenced us.
- I:** We develop our sense of *identity* by learning how history has shaped today’s society.
- R:** We understand how *relationships* have changed over time, including our economy, class, politics, and race.

<b>Vision and aims for History in our school</b>	<p><b>The curriculum...</b></p> <ul style="list-style-type: none"> <li>- Is designed to focus on the main historical concepts that pupils need to learn and remember. It is also true to the national curriculum for both Key Stages 1 and 2.</li> <li>- Ensures full coverage of the National Curriculum is met.</li> <li>- Has a high focus on reading, writing, mathematics, PSHE, religious education, physical education and a foreign language.</li> <li>- Is designed to give a metacognitive approach to learning a knowledge-rich curriculum.</li> </ul> <p><b>Outcomes for pupils in History</b>                  Children will be/have:</p> <ul style="list-style-type: none"> <li>• An enthusiastic attitude towards history lessons and begin to ask and answer questions about the world around them.</li> <li>• An ambitious history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.</li> <li>• High-quality teaching that will equip children to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.</li> <li>• An understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>• Know more and remember more in each area of History studied, each lesson to have a structure whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons.</li> </ul>
--	--

<b>Key principles underpinning</b>	Knowing more	<b>CLARITY OF PURPOSE</b>	<b>PROGRESSION OF KEY CONCEPTS</b> Appropriate pitch and expectations learning journeys
------------------------------------	--------------	---------------------------	--



our curriculum.	Remembering more	What are we learning? How are we learning it? Why are we learning it?				
		<b>CONNECTIONS</b> Making explicit links and connections between subjects and real-life experiences. Cross curricular links with writing.	<b>vocabulary</b> <b>Sticky words</b> <b>Subject specific knowledge</b>	Skills being used and developed further within each year group.	<b>Resource rich environment.</b> <b>Opportunities for children to use equipment.</b>	<b>Use of assessment using Pre and Post learning challenge.</b>

Values	Our curriculum is underpinned by our British values, equalities, school ethos and the need to build cultural capital for all our pupils.
--------	--

## Implementation How do we organise learning?

Components of:	<b>History Lessons</b> <b>1 hour per week</b> History driver big question  History lessons to be recorded in a book termly.  <b>3 Big questions to link to History per year.</b>	<b>Events</b> Black History Month Remembrance Day Holocaust Memorial Day	<b>Visits/visitors</b> Rushden Railway Museum Year 2  Holdenby House Year 1  Irchester Stone Age survival day Year 3  Boughton House Year 5	<b>Learning outside the classroom</b> Enrichment opportunities for school trips  Local area walks: How the landscape has affected or been affected by people and events in the past.  Museum visits  Learning opportunities outside the classroom: archaeological excavation – Year 3 Stone Age artefacts	<b>Environment</b> Big question displays must clearly state the learning journey and objectives covered in History. Sticky words central and clear.  <b>Big Questions to be answered at the end of each half term. This can be done in any format but must be recorded in some way.</b>	<b>Ethos</b> Respect, pride, achieve

History Key Priorities	Transferable knowledge and understanding	<b>Substantive concepts – sticky knowledge</b>  <b>Disciplinary knowledge – being a historian, what we do with the facts.</b>	<b>Chronology:</b> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time <ul style="list-style-type: none"> <li>• Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul> Order an increasing number of significant events, movements and dates on a timeline using dates accurately <ul style="list-style-type: none"> <li>• Accurately use dates and terms to describe historical events</li> <li>• Know and describe in some</li> </ul> <b>Historical enquiry:</b> Use a variety of Use a variety of sources to collect information about the past <ul style="list-style-type: none"> <li>• Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past</li> </ul>	<b>Application of basic skills:</b> <b>Talk, Maths, Handwriting, Grammar, punctuation,</b>
------------------------	--	---	---	---

Contexts	<b>Contexts for Learning – Project themes – Big Questions - Sticky Words</b> <i>Authentic purposes and contexts for learning: Berger 2006</i> <b>Starting with the end in mind!</b>
----------	---



<b>How to plan for progression:</b>	<p style="text-align: center;"><b>Medium Term Planning:</b></p> <p><b>Big Question</b> – from the learning challenge. Checking against National Curriculum.</p> <p><b>Pre-learning</b> assessment from Focus Education.</p> <p>Identify <b>subject specific vocabulary</b> for each topic.</p> <p>Identify <b>prior learning</b> (speaking to previous teachings, checking against NC from previous years)</p> <p>Identify <b>misconceptions</b> for the topic.</p> <p>Identify other <b>learning opportunities</b> – can this learning be transferred into other subject's areas?</p> <p>Teach topic using hands on practical activities for children.</p> <p><b>Post-learning</b> assessment from Focus education. (This should be the same question as the Pre-Learning question.)</p> <p>Assess <b>progress</b> of topic – Did children meet the learning objectives? Did children make progress from their <b>pre</b> question to their <b>post</b> question?</p> <p>Populate the <b>learning overview</b>.</p>
-------------------------------------	--

<b>High Impact Teaching Strategies</b>	Clarity of objectives	Modelling explicit teaching	Questioning	Practice - multiple exposures	Lesson design - teaching sequences	Personalised feedback	Collaboration	Summarising learning and vocabulary	Challenge for all - low threshold, high ceiling	Metacognition: and growth mindset
--	-----------------------	-----------------------------	-------------	-------------------------------	------------------------------------	-----------------------	---------------	-------------------------------------	---	-----------------------------------

## Impact

How well are we doing? Are we making a difference? How do we know?

Work sample analysis	What do our books show?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons?
Planning scrutiny	What does our planning show?
Surveys	What do teacher audits say about this subject?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Standards	What do books/lesson observations/planning/interviews/learning environments tell us?
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject?
Training	What is the impact of the training undertaken?
Learning Environment	How does the learning environment support learning in this subject area?

To secure	High standards of achievement Attainment and Progress	Excellent behaviour and attendance	Independent thinkers and learners	Confident learners
-----------	--	---------------------------------------	--------------------------------------	--------------------

How do we include/support children with SEND in History	<p>Low ceiling - high threshold activities and questions.</p> <p>Adult support for 1:1's – when asked to work in a small group, a child with ASD may find this problematic. Adult support is there to repeat key instructions/ideas.</p> <p>Diagrams and pictures for visual learners are useful in History, particularly when looking at new concepts.</p>
---	---



## Big Picture for History



	<p>Hands-on activities to help with understanding.</p> <p>Sheets with structured activities to help with organisation – use of task plans and checklists for tasks.</p> <p>Recap of previous learning at the start of each lesson to help children remember.</p> <p>Allow additional time for tasks if needed.</p> <p>Use of templates if needed.</p> <p>Scribing in books/on sheets if a child struggles with written tasks.</p> <p>Key vocabulary provided on working walls.</p> <p>ICT – computers/iPads/interactive boards to help with research, exploring ideas, present work.</p> <p>Alternative ways of recording – voice recording, video recording on iPads, photos of hands-on tasks.</p> <p>Use of pupil responses.</p> <p>Key vocabulary sent home – on overviews. Key vocabulary sent home and turned into matching games – matching definitions to words.</p>
--	--



# History

## Long Term Topic Coverage



*History Driver Topic highlighted in blue							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Coverage
EYFS	Term 1 Me and My Family/Harvest	Term 2 Festivals and Celebrations	Term 3 People Who help us	Term 4 Fairytale	Term 5 On the Farm	Term 6 Minibeasts	
Year 1	What's the weather like today?	What do I know about where I live?	How were our grandparents' toys different to ours?	Why is London our capital city?	Why can't a meerkat live in the North Pole or a penguin live near the equator?	Who were the Victorians?	2
Year 2	Who are the famous people who have made an impact on the world?		Where in the world do I live?	What do we know about the Great Fire of London?	Which is the best route for Scaredy Squirrel to take to the dam?	Where would you want to live: Kenya or England?	2
Year 3	Who first lived in Britain?	How did the desire to conquer space create many heroes and heroines?	How advanced were the civilisations around 3000 years ago?		What makes the earth angry?	Where in the United Kingdom is Rushden?	4
Year 4	How is a river formed?	What do we know about European countries?	Who were the Romans and why were they so powerful?	Who were the Anglo-Saxons?	What causes an earthquake?	Why does Rushden exist in the first place?	3
Year 5	Who were the Vikings?	How were mountains formed?	I'm a Year 5 pupil. How can I get out of here?	How did the Tudors change the way we worshipped?	Why should rainforests matter to all of us?	What did the Ancient Greeks give to the world?	3
Year 6	What is Rushden best known for?	How did World War 2 impact our local area?	How has Rushden changed in the last 100 years?	How has crime and punishment changed throughout the ages?	When was the golden age of Islamic history?	Where is South America and what are its main geographical features?	5



# History

## National Curriculum Programmes of Study and EYFS Framework



<p><u>EYFS</u> Understanding of the World <b>Past and Present</b></p>	<p><u>Year 1</u></p>	<p><u>Year 2</u></p>	<p><u>Year 3</u></p>	<p><u>Year 4</u></p>	<p><u>Year 5</u></p>	<p><u>Year 6</u></p>
	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>			
<p>Can talk about past and Upcoming events with their immediate family. Name and describe people who are familiar to them and talk about members of immediate family in more detail. Talk about the lives of the people around them and their roles</p>	<p><b>Changes within living memory</b> Where appropriate, these should be used to reveal aspects of change in national life.  How were our grandparents' toys different to ours? <a href="#">Year 1 Spring 1</a></p>		<p><b>Chronology: From stone age to 1066</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p>Who first lived in Britain? <a href="#">Year 3 Autumn 1</a> Who were the Romans and why were they so powerful? <a href="#">Year 4 Spring 1</a> Who were the Anglo-Saxons? <a href="#">Year 4 Spring 2</a></p>			



<p>in society.</p>		<p>Who were the Vikings? <a href="#">Year 5 Autumn 1</a></p>
<p>Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><b><u>Events beyond living memory</u></b>          Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>What do we know about the Great Fire of London? <a href="#">Year 2 Spring 2</a>          Who were the Victorians? <a href="#">Year 1 Summer 2</a></p>	<p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b>          This can be a theme such as crime and punishment through the ages or a specific period of history beyond 1066</p> <p>How has crime and punishment changed through the ages? <a href="#">Year 6 Spring 2</a>          How did the Tudors change the way we worshipped? <a href="#">Year 5 Spring 2</a></p>
<p>Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><b><u>Lives of significant people or significant events</u></b></p> <p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Who are the famous people that have made an important impact on the world? <a href="#">Year 2 Autumn 1 and 2</a></p>	<p><b><u>The achievements of the earliest civilizations</u></b></p> <ul style="list-style-type: none"> <li>▪ Focusing on a period around 3000 years ago.</li> <li>▪ 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</li> </ul> <p>How advanced were the civilizations around 3000 years ago? <a href="#">Year 3 Spring 1 and Spring 2</a></p>
	<p><b><u>Local history</u></b>          Significant historical events, people and places in their own locality</p>	<p><b><u>Local history</u></b></p> <ul style="list-style-type: none"> <li>▪ A depth study linked to one of the British areas of study between the Stone Age and 1066</li> <li>▪ A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>▪ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p>Why does Rushden exist in the first place? <a href="#">Year 6 Spring 1</a></p> <ul style="list-style-type: none"> <li>▪ What was the effect of wars on Rushden? <a href="#">Year 6 Autumn 2</a></li> <li>▪ What is Rushden best known for? <a href="#">Year 6 Autumn 1</a></li> </ul>
		<p><b><u>Ancient Greece</u></b></p> <ul style="list-style-type: none"> <li>▪ A study of Greek life and achievements and their influence on the western world</li> </ul> <p>How did the Ancient Greeks influence the world? <a href="#">Year 5 Summer 2</a></p>
		<p><b><u>A non-European society that provides contrasts with British history</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Big Picture for History



		When was the Golden age of Islamic history? <a href="#">Year 6 Summer 1</a>
--	--	---





# History

## Mapping of Skills



### Autumn 1

	<u>E</u> <u>Y</u> <u>F</u> <u>S</u>	<u>Ye</u> <u>ar</u> <u>1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>To pic</b>			<b>Who are the famous people who have made an impact on the world?</b>	<b>Who first lived in Britain? Chronology</b>		<b>Who were the Vikings? Chronology</b>	<b>Local Study: Linked to post 1066 What is Rushden best known for?</b>
<b>Pri or kn ow led ge ex pec tati on s</b>		<b>G Focu s</b>	Changes within living memory – recognises aspects of change in national life – organised artefacts, purpose of older objects	- Organise a number of artefacts by age - Know that children’s lives today are different to those of children a long time ago - Know what a number of older objects were used for	<b>G Focus</b>	- use a variety of sources to collect information about the past - understand how knowledge of the past is constructed from a range of sources - Know how Britain changed between the end of the Roman occupation and 1066 • Know how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms	-Secure chronological knowledge and understanding of British, local and world history up to 1066. -Understand how significant aspects of history influenced Britain -





<b>NC Requirements</b>			<ul style="list-style-type: none"> <li><i>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</i></li> <li><i>Significant historical events, people and places in their own locality</i></li> </ul>	<p>Chronology  <i>Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings</i></p>		<p>Chronology          Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.</p>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>
------------------------	--	--	---	--	--	--	--

## Autumn 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topic</b>		<b>GEOGRAPHY FOCUS</b>	<b>Who are the famous people who have made an impact on the world?</b>	<b>How did the desire to conquer space create many heroes and heroines?</b>	<b>How is a river formed?</b>	<b>G Focus</b>	<b>How did World War 2 impact our local area?</b>
<b>Prior knowledge expectations</b>		<b>GEOGRAPHY FOCUS</b>		How did the desire to conquer space create many heroes and heroines?	<b>G Focus</b>		<b>Know how to place historical events and people from the past societies and periods in a chronological framework</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
<b>Sticky Words</b>			<b>Discrimination, disability, famous, racism, chronological, inclusion, protest, equality, courageous</b>	-Pupils should know that the Moon appears a different shape within each month. -Pupils should know that man has landed on the Moon.			<b>Axis, Allies, Nazi, evacuation, evacuee, Blitz, propaganda, Holocaust, Luftwaffe, RAF, refugees, Kindertransport</b>



				-Pupils should know that the Sun is star and that the Earth is part of the sun's solar system.		
<b>Sticky Knowledge</b>			<ul style="list-style-type: none"> <li>• Know about a famous person from outside the UK and explain why they are famous</li> <li>• Recount historic details from eye-witness accounts, photos and artefacts</li> <li>• Order dates from earliest to latest on simple timelines</li> <li>• Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>	Orbit, atmosphere, spacewalk, rocket, re-entry, mission, launch, astronaut, satellite, asteroid, galaxy, meteorite		<p>World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan.</p> <p>Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.</p> <p>During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR. Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Roma (Gypsies), homosexuals and those with physical and mental disabilities.</p>
<b>Key Knowledge and Skills</b>				<p>-Neil Armstrong was the first person to step foot on the Moon. It happened on July 20th 1969.</p> <p>-Mae Jemison was the first African American woman to become an astronaut. She joined NASA and was part of the Endeavour space shuttle that orbited the Earth for a week in 1992.</p> <p>-Tim Peake -In 2016 he became the first official British astronaut to walk in space. He spent six months living and working on the International Space Station (ISS).</p>		<p>The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society. The US didn't join the war until 1941, when Japan attacked the United States at their Naval Base at Pearl Harbour in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.</p> <p>-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>-Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>-Know how Britain has had a major influence on the world</p> <p>-Use timelines to place events, periods and cultural movements from around the world</p> <p>-Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>-Show an awareness of the concept of propaganda</p>



<b>NC Requirements</b>			<ul style="list-style-type: none"> <li><i>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</i></li> <li><i>Significant historical events, people and places in their own locality</i></li> </ul>	<ul style="list-style-type: none"> <li>-Name a famous person/s from the past and explain why they are famous</li> <li>-Recall a famous event from the past and explain why it is significant</li> <li>-Order dates from earliest to latest on simple timelines</li> <li>-Recount historic details from eye-witness accounts, photos and artefacts</li> </ul>			<p>A local history study</p> <ul style="list-style-type: none"> <li>-Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>
------------------------	--	--	---	--	--	--	---

## Spring 1

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u> Ancient Civilizations	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Topic</b>		How were our grandparents' toys different to ours	G Focus	How advanced were the civilizations around 3000 years ago?	Who were the Romans and why were they so powerful? Chronology	G Focus	How has Rushden changed in the last 100 years?
<b>Prior knowledge expectations</b>		<ul style="list-style-type: none"> <li>-Talk about the past and present events in their own life and in the lives of family members.</li> <li>-talk about features of their own immediate environment and how things may have changed.</li> <li>-talk about similarities and differences between their lives and older family members and know about traditions.</li> </ul>		<ul style="list-style-type: none"> <li>-Pupils should be aware that there were advanced civilizations on Earth many centuries ago.</li> <li>- Pupils need to be aware that Britain was not always an advanced nation.</li> <li>- Pupils should be aware that the time the Egyptian civilization was strong coincided with the Iron Age in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- Children should know about the Stone Age period and how Britain changed through the Stone, Bronze and Iron Ages.</li> <li>-Children should have some understanding about how different life was for boys and girls.</li> </ul>		-Know differences between primary and secondary sources
<b>Sticky Words</b>		Blackboard, skipping Chalk, marbles Nit nurse, snakes and ladders Inkwell, udo Pen and nib		Archaeologist, pharaohs, tombs, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab	Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman Baths		Textile, hamlet, cotton spinning, engineering, industrial revolution, cottage industry, Winston Churchill, coal mining



<b>Sticky Knowledge</b>	<p>History within living memory:</p> <ul style="list-style-type: none"> <li>- The Beatles became a world-famous pop group. The four members of the group came from Liverpool and their music is still very popular today.</li> <li>-The England football team won the World Cup in 1966. It is the only time England has won it. The final was played at Wembley in London.</li> <li>-It was very rare for people to go to a restaurant in the 1960s. 'Meat and two veg' was a common term to describe a roast meat meal. Prawn cocktail started to be eaten as a starter.</li> <li>-Fashion changed greatly in the 1960s. After the war, people didn't have money to spend on clothes but that changed in the 1960s with colourful, hippie-style clothes being very popular.</li> <li>-The mini car was very fashionable in the 1960s. The best selling cars were Ford Anglia; Vauxhall Viva; Morris Minor and the Ford Corsair.</li> </ul>	<ul style="list-style-type: none"> <li>-Cleopatra was the last pharaoh of Egypt before the Romans took over.</li> <li>-Tutankhamen was known as the boy king, famous because his tomb was found in 1922</li> <li>-Egyptian men and women wore make-up.</li> <li>-The Egyptians were the first civilization to invent writing.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how Britain changed from the Iron Age to the end of the Roman occupation</li> <li>-Know how the Roman occupation of Britain helped to advance British society</li> <li>-Know how there was resistance to the Roman occupation and know about Boudica</li> <li>-Know about at least one famous Roman emperor</li> </ul>	<ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>-Know that the toys their grandparents played with were different to their own</li> <li>-Organise a number of artefacts by age</li> <li>-Know what a number of older objects were used for</li> <li>-Know the main differences between their school days and that of their grandparents</li> </ul>	<ul style="list-style-type: none"> <li>-Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</li> <li>-Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</li> <li>-Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.</li> <li>-Know how to use a timeline in relation to the unit being studied.</li> <li>-Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>-Know the difference between primary and secondary sources of evidence.</li> <li>-Look at more than two versions of the same event or story in history and identify differences.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at more than two versions of the same event or story in history and identify differences</li> <li>-Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li> <li>-Know how to use a timeline in relation to the unit being studied</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs and artefacts to find out about the past</li> <li>• Use a variety of sources to collect information about the past</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>
<b>NC Requirements</b>	<p>Pupils should be taught to know about ...</p> <ul style="list-style-type: none"> <li>• <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Study 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</li> </ul>	<p><i>Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.</i></p>	<p>A local history study</p> <ul style="list-style-type: none"> <li>▪ <i>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></li> <li>▪ <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></li> </ul>



## Spring 2

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Topic</b>		<b>G focus</b>	<b>What do we know about the Great Fire of London?</b>	<b>How advanced were the civilizations around 3000 years ago? Spring 1 Continued</b>	<b>Who were the Anglo-Saxons? Chronology</b>	<b>How did the Tudors change the way we worshipped? An aspect beyond 1066</b>	<b>How has crime and punishment changed through the ages? An aspect beyond 1066</b>
<b>Prior knowledge expectations</b>		-	-Know that the toys their grandparents played with were different to their own -Know the main differences between their school days and that of their grandparents -Know what a number of older objects were used for -Organise a number of artefacts by age	-	-Know how Britain changed between the end of the Roman occupation. -Secure and coherent chronological knowledge up until the Roman occupation. -Able to navigate and remember events from the past	<i>Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.</i>	<i>-Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings. -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>



<b>Sticky Words</b>			Stuarts, Pudding Lane, plague, flea, Samuel Pepys, bakery, Thames, Thomas Farynor, drought		Archaeologist, Anglo-Saxon kingdoms, Shire reeve, thane, legacy, Wessex, Witan or witengagemot, wergild, churl, Mercia	Almhouses, chamberlain, congregation, courties, reformation, gibbet, plague, protestand, sheath, stone mason, treason, workhouse	Medieval, pillory, blasphemy, trial by ordeal, weregild, assiers, judge, judiciary, jury, jigh court, trial by battle, torture
<b>Sticky Knowledge</b>			<ul style="list-style-type: none"> <li>-Know that fire spread very quickly because the houses were built very close to each other and made of wood.</li> <li>-Know that London was infested by rats and that they were responsible for the plague.</li> <li>-Know that the type of fire appliances used in those days could not cope with the fire.</li> <li>-Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.</li> <li>-Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened.</li> <li>-Know that the fire started in a bakery in Pudding Lane in London.</li> </ul>		<ul style="list-style-type: none"> <li>-The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes.</li> <li>- The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.</li> <li>- They came to Britain from across the North Sea in the middle of the 5<sup>th</sup> Century.</li> <li>-For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.</li> <li>-The Anglo-Saxons were fierce people who fought many battles, including fighting each other.</li> <li>-The Anglo-Saxon period ended when the Normans conquered Britain in 1066.</li> </ul>	<ul style="list-style-type: none"> <li>-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>-Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>-Know how Britain has had a major influence on the world</li> </ul>	<ul style="list-style-type: none"> <li>-Know about crime and punishment in British history and how punishment has changed through the ages.</li> <li>-Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>-Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>-Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>-Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</li> </ul> <p>NC:</p>
<b>Key Knowledge and Skills</b>			<ul style="list-style-type: none"> <li>-Know about an event or events that happened long ago, even before their grandparents were born</li> <li>-Know what we use today instead of a number of older given artefacts</li> <li>-Know that children's lives today are different to those of children a long time ago</li> </ul>		<ul style="list-style-type: none"> <li>-Know that the Vikings and Anglo – Saxons were often in conflict</li> <li>-Know how Britain changed between the end of the Roman occupation and 1066</li> <li>-Know about how the Anglo Saxons attempted to bring about law and order into the country</li> <li>-Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>-Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>-Use a time line to show when the Anglo-Saxons were in England</li> </ul>	<p><b>Historical skills</b></p> <ul style="list-style-type: none"> <li>-<b>Research in order to find similarities and differences between two or more periods of history</b></li> <li>-<b>Know how to place features of historical events and people from the past societies and periods in a chronological framework</b></li> <li>-<b>Know about the main events from a period of history, explaining the order of events and what happened</b></li> </ul>	<ul style="list-style-type: none"> <li>-Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<b>NC Requirements</b>		•	<ul style="list-style-type: none"> <li>-<i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></li> </ul>		<p><b>Chronology</b></p> <p><i>Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.</i></p>	<ul style="list-style-type: none"> <li>-<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>





--	--	--	--	--	--	--	--

## Summer 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topic</b>		G Focus		G FOCUS	G focus	G focus	When was the Golden Age of Islamic history? Ancient Civilization
<b>Prior knowledge expectations</b>			-				-Study 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 -Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). -Know the difference between primary and secondary sources of evidence.
<b>Sticky Words</b>							Baghdad, House of Wisdom, mosque, Ramadan, scholar, Prophet Muhammad, merchant, manuscript, ailments, madrassa, crusades



<b>Sticky Knowledge</b>			•			<ul style="list-style-type: none"> <li>-The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic.</li> <li>- In 762, the newly-founded city of Baghdad became the capital of the Muslim world.</li> <li>-Until 1258, Baghdad was the world centre of culture and learning, with the period being known as the Golden Age of Islam.</li> <li>-Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today.</li> <li>-By the 8th century, Islamic scholars were using paper rather than parchment or papyrus for their writing.</li> </ul>
<b>Key Knowledge and skills</b>		•				<ul style="list-style-type: none"> <li>-Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>-Know the date of any significant event studied from the past and place it correctly on a timeline.</li> <li>-Recognise when they are using primary and secondary sources of information to investigate the past.</li> <li>-Use a wide range of different artefacts 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.</li> <li>-Find and analyse a wide range of evidence about the past.</li> <li>-Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> </ul>
<b>NC Requirements</b>		•	•			<ul style="list-style-type: none"> <li>▪ Ancient civilization from 1000 years ago               <ul style="list-style-type: none"> <li>▪ <i>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</i></li> <li>▪ <i>Know why they were considered an advanced society in relation to that period of time in Europe</i></li> </ul> </li> </ul>



## Summer 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topic</b>		Who were the Victorians? Beyond Living Memory	G Focus	G Focus	Why does Rushden exist in the first place? Local aspect beyond 1066	What did the Ancient Greeks give the world?	<b>G Focus</b>
<b>Prior knowledge expectations</b>		- Children appreciate that lives of children were different in the past. The toys that children would have played with were different as was the food they ate			<b>NEW TOPIC</b>	-Know that many centuries ago there were very advanced civilizations on Earth. -Know that the lives of rich people were different from that of poor people. -Know that we often see Greece as a holiday destination today.	
<b>Sticky Words</b>		Gramophone, wireless, quilt, penny farthing, farthing, washing dolly, charabanc, workhouse, gruel			<b>NEW TOPIC</b>	Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, temple, loincloth, sacred truce	
<b>Sticky Knowledge</b>		-Queen Victoria was queen of the United Kingdom and Ireland for 64 years and that period of time was known as the Victorian period. - They transport used was different to what we use today.			-Know about a period of history that has strong connections to their locality and understand the issues associated with the period -Know how the lives of wealthy people were different from the lives of poorer people during this time	-The Ancient Greeks invented the theatre because they loved watching plays. Most cities had a theatre. -Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. -The Ancient Greeks held many festivals in honour of their gods. -Most Ancient Greeks wore a chiton, which was a long T-shirt made from one large piece of cotton. The slaves, however, had to make do with a loincloth.	
<b>Key Knowledge and Skills</b>		<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> <li>Order dates from earliest to latest on simple timelines</li> <li>Sequence pictures from different periods</li> <li>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> <li>Look carefully at pictures and objects to find information</li> <li>Find answers and respond to simple questions about the past</li> </ul>			-Observe and use pictures, photographs and artefacts to find out about the past -Use a variety of sources to collect information about the past -Explain that there are different types of evidence and sources that can be used to help	-Know some of the main characteristics of the Athenians and the Spartans -Know about and can talk about the struggle between the Athenians and the Spartans -Know about the influence the gods had on Ancient Greece -Know about the link between the Ancient Greeks and the modern Olympics and know at least five sports from the Ancient Greek Olympics -Know that the Ancient Greeks are associated with bringing democracy to the world •Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time. •Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	

## Big Picture for History



		<ul style="list-style-type: none"> <li>Choose and select evidence and say how it can be used to find out about the past</li> </ul>				<ul style="list-style-type: none"> <li>Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past</li> <li>Start to compare two versions of a past event</li> <li>Know that the Ancient Greeks are associated with bringing democracy to the world</li> </ul>	
<b>NC Requirements</b>		<ul style="list-style-type: none"> <li><i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<p>-A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	



# History

## Progression of Skills and Key Knowledge



### KEY:

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Chronological Knowledge</u></b>		<ul style="list-style-type: none"> <li>Identify similarities and differences between periods</li> <li>Remember parts of stories and memories about the past</li> <li>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</li> </ul>	<ul style="list-style-type: none"> <li>Sequence people and events on a family tree and on a timeline</li> <li>Order dates from earliest to latest on simple timelines</li> <li>Sequence pictures from different periods</li> <li>Describe memories and changes that have happened in their own lives</li> <li>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time</li> <li>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul>	<ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</li> <li>Knows how to use the timeline in relation to the unit being studied</li> <li>Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul>	<ul style="list-style-type: none"> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>Accurately use dates and terms to describe historical events</li> <li>Know and describe in some detail the main changes to an aspect in a period of history being studied</li> <li>Know how some historical</li> </ul>	<ul style="list-style-type: none"> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>Use timelines to place events, periods and cultural movements from around the world</li> <li>Use timelines to demonstrate changes and developments in culture, technology, religion and society</li> <li>Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians and today</li> <li>Describe main changes in a period in history using words such as: social,</li> </ul>



					<ul style="list-style-type: none"> <li>Use words and phrases: century, decade</li> </ul>	events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt	religious, political, technological and cultural The date of any significant event studied from the past and place it correctly on a timeline
<b><u>Historical Enquiry</u></b>	<ul style="list-style-type: none"> <li>Respond to simple questions about the past</li> <li>Observe and handle evidence to ask simple questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Look carefully at pictures and objects to find information</li> <li>Find answers and responds to simple questions about the past</li> <li>Choose and select evidence and say how it can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of sources to collect information about the past</li> <li>Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between primary and secondary sources of evidence</li> <li>Use a range of sources to collect information about the past</li> <li>Construct informed responses about one aspect of life</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>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</li> <li>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>Investigate own lines of enquiry by posing historically valid questions to answer</li> <li>Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>Use a wide range of different evidence to collect evidence about the past</li> </ul>		
<b><u>Interpretation of history</u></b>	<ul style="list-style-type: none"> <li>Begin to identify and recount historic details from the past from sources, e.g. pictures/stories</li> </ul>	<ul style="list-style-type: none"> <li>Recount historic details from eye-witness accounts, photos and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Start to compare two versions of a past event</li> <li>Observe and use pictures, photographs and artefacts to find out about the past</li> <li>Start to use stories or accounts to distinguish between fact and fiction</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>Look at more than two versions of the same event or story in history and identify differences</li> <li>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</li> </ul>	<ul style="list-style-type: none"> <li>Find and analyses a wide range of evidence about the past</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Consider different ways of checking the accuracy of interpretations of the past</li> <li>Realise that there is often not a single answer to historical questions</li> </ul>	<ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Start to know the difference between primary and secondary evidence and the impact of this on reliability</li> <li>Show an awareness of the concept of propaganda</li> <li>Know that people in the past represent events or ideas in a way that may be used to persuade others</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Form own opinions about historical events from a range of sources</li> </ul>	





# Big Picture for History

