

**St. John's C.E. Primary  
Friern Barnet**

## **HISTORY GUIDELINES**

### **Statement of Intent**

At St John's Cofe Primary School we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;

The ability to think critically about history and communicate ideas confidently to a range of audiences;

The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;

The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;

A respect for historical evidence and the ability to make critical use of it to support their learning;

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;

A developing sense of curiosity about the past and how and why people interpret the past in different ways.

### **Delivering the History Syllabus across the School**

- Teachers are to use Cornerstones to plan their curriculum.
- A knowledge organiser which outlines knowledge (including vocabulary) all children must master.
- A cycle of lessons for each subject, which carefully plans for progression and depth.
- A brainstorm at the start of the topic to assess knowledge this is added to regularly to support learners' ability to block learning and increase space in the working memory.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Trips and visiting experts who will enhance the learning experience.
- Display board in classroom linked to their topic.
- Class webpage to reflect the learning taking place in class.

## Progression Map KS1 & KS2

	KS1	LKS2	UKS2
<b>Historical Interpretations</b>	<p><b>KS1 History National Curriculum</b> Children 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>Children can:</p> <ul style="list-style-type: none"> <li>a start to compare two versions of a past event;</li> <li>b observe and use pictures, photographs and artefacts to find out about the past;</li> <li>c start to use stories or accounts to distinguish between fact and fiction;</li> <li>d explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a look at more than two versions of the same event or story in history and identify differences;</li> <li>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a find and analyse a wide range of evidence about the past;</li> <li>b 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>c consider different ways of checking the accuracy of interpretations of the past;</li> <li>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>e show an awareness of the concept of propaganda;</li> <li>f know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>g begin to evaluate the usefulness of different sources.</li> </ul>
<b>Historical Investigations</b>	<p><b>KS1 History National Curriculum</b> Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a observe or handle evidence to ask simple questions about the past;</li> <li>b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>c choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a range of sources to find out about the past;</li> <li>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material,</li> </ul>

		<ul style="list-style-type: none"> <li>c gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>d regularly address and sometimes devise own questions to find answers about the past;</li> <li>e begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>d investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
<b>Ch r o n o l o g i c a l  U n d e r s t a n d i n g</b>	<p><b>KS1 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e 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>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b accurately use dates and terms to describe historical events;</li> <li>c understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<b>K n o w l e d g e  a n d  U n d e r s t a n d i n g  o f  E v e n t s,  P e o p l e</b>	<p><b>KS1 History National Curriculum</b> Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise some similarities and differences between the past and the present;</li> <li>b identify similarities and differences between ways of life in different periods;</li> <li>c know and recount episodes from stories and significant events in history;</li> <li>d understand that there are reasons why people in the past acted as they did;</li> </ul>	<p><b>KS2 History National Curriculum</b> Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time studied compared with our life today;</li> <li>c explain how people and events in the past have influenced life today;</li> <li>d identify key features, aspects and events of the time studied;</li> <li>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>c examine causes and results of great events and the impact these had on people;</li> <li>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>

and Change s in the Past	e describe significant individuals from the past.		
Pre sent ing, Org anis ing and Co mm unic atin g	<p><b>KS1 History National Curriculum</b> Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>b talk, write and draw about things from the past;</li> <li>c use historical vocabulary to retell simple stories about the past;</li> <li>d use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>b 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;</li> <li>c start to present ideas based on their own research about a studied period.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>b 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;</li> <li>c plan and present a self-directed project or research about the studied period.</li> </ul>

History Overview Includes vocabulary to be learned



**ST JOHN'S CE PRIMARY SCHOOL  
HISTORY ANNUAL OVERVIEW:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p><b>Childhood</b></p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to</p>	<p><b>Our wonderful world</b></p>	<p><b>Bright Lights Big City</b></p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>		<p><b>School Days</b></p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about 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.</p> <p>Learn about significant historical events, people and places in their own</p>	<p><b>Streetview</b></p>

	<p>the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand 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.</p>				<p>locality.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand 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.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why</p>	
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					contrasting arguments and interpretations of the past have been constructed.	
			<b>Vocabulary</b> The Queen Monarch Family Reign Buckingham Palace		<b>Vocabulary</b> Queen Victoria Victorian times punishment invention	
Y2	<b>Movers and Shakers</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about 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	<b>Let's explore the world</b>	<b>Coastline</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about 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. Understand the methods	<b>Coastline</b>	<b>Magnificent Monarch</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare	<b>Magnificent Monarchs</b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Understand 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

	<p>different periods.</p> <p>Learn about significant historical events, people and places in their own locality.</p>		<p>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.</p>		<p>aspects of life in different periods.</p>	<p>structured accounts, including written narratives and analyses.</p> <p>Understand 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.</p>
	<p><b>Vocabulary</b></p> <p>Significant people Activist Explorer Discover Invent Protest Statue</p>		<p><b>Vocabulary</b></p> <p>Exploration Discovery Unknown Sailor Captain</p>		<p><b>Vocabulary</b></p> <p>AD Castle Century Chronology Empire sovereign</p>	
Y3	<p><b>Through the ages</b></p> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p>	<p><b>Through the ages</b></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make</p>	<p><b>Rocks Relics and Rumbles</b></p> <p>Understand historical concepts such as continuity and change,</p>	<p><b>Rocks Relics and rumbles</b></p>	<p><b>Emperors and Empires</b></p> <p>Learn about the Roman Empire and its impact on Britain. Conduct a local history</p>	<p><b>Emperors and Empires</b></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,</p>



	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand 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.</p>	<p>historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>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.</p> <p>Understand 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.</p>		<p>study.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Understand 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</p>
	<p><b>Vocabulary</b>  Stone Age  Palaeolithic  Mesolithic  Neolithic  Historian</p>	<p><b>Vocabulary</b>  Celtic  Tribal  Iron  Hillfort  Roundhouses</p>			<p><b>Vocabulary</b>  Amphitheatre  Colosseum  Senator  Empire  Soldier</p>	

	Archaeologist				Jupiter Hadrian's Wall Aqueduct Roman Baths Strigil Boudicca Julius Caesar Hypocaust Claudius	
Y4	<p><b>Invasion</b></p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Conduct a local history study.</p> <p>Study an aspect or theme in British history that</p>	<p><b>Invasion</b></p> <p>Understand 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.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make</p>	<b>Misty Mountain River</b>	<b>Misty Mountain River</b>	<p><b>Ancient Civilisations</b></p> <p>Learn about 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.</p> <p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a</p>	<p><b>Ancient Civilisations</b></p> <p>Understand 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.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history;</p>

	<p>extends pupils' chronological knowledge beyond 1066.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Learn about 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 China.</p>	<p>historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>			<p>study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Understand 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.</p>	<p>between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
	<p><b>Vocabulary</b> Celt Settlement Long ships King Arthur Invasion</p>				<p><b>Vocabulary</b> Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology</p>	

	Conquest Raiding Kingdoms				Nile Mummy Hieroglyphics Monument Tutankhamen	
Y5	<p><b>Dynamic Dynasties</b></p> <p>Learn about 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.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies</p>	<p><b>Dynamic Dynasties</b></p> <p>Understand 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.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and</p>	<p><b>Sow Grow and Farm</b></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p>	<p><b>Sow Grow and Farm</b></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p>	<p><b>Groundbreaking Greeks</b></p> <p>Conduct a local history study.</p> <p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract</p>	<p><b>Groundbreaking Greeks</b></p> <p>Understand 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.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>

	<p>of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand 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.</p>	<p>between short- and long-term timescales.</p>			<p>terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand 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.</p>	
	<p><b>Vocabulary</b></p> <p>Ancestor Confucianism composite deity imperial</p>		<p><b>Vocabulary</b></p> <p>Empire Civilisation Peasant Peasantry</p>		<p><b>Vocabulary</b></p> <p>Ancient Civilisation City states Empire Legacies Democracy</p>	<p><b>Vocabulary</b></p> <p>Ruler Citizens Gods and goddesses Sacrifice Trojan war Olympia</p>

	ritual sacrifice shaman				Governments Law	Olympic games Chariot
Y6	<p><b>Maafa</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Learn about a non-European society that provides contrast 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. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p><b>Maafa</b> Understand 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  Understand 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.</p>	<p><b>Frozen Kingdom</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind  Understand 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.</p>	<p><b>Frozen Kingdom</b> Understand 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.  Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and</p>	<p><b>Britain at war</b> Conduct a local history study.  Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.  Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p><b>Britain at war</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p>

	<p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p>			<p>social history; and between short- and long-term timescales.</p>	<p>Understand 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. Understand 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</p>	
	<p><b>Vocabulary</b>  Rebellion  Discrimination  Colonisation  Enslavement  Emancipation  Indigenous  Maafa  Resistance</p>				<p><b>Vocabulary</b>  Allies  Nazi  Evacuation Evacuee  Power  Blitz  Holocaust  Refugees  Religious Persecution</p>	

General Historical Vocabulary

KS1	KS2
<p>Old New A long time ago Present Before After Future Decade Modern Date order Era/period</p> <p>Please note that each unit covered will have topic specific vocabulary</p>	<p>Empire Civilisation Parliament Peasantry Source Timeline Significant Chronological Archaeology Legacy Conquest Effects Primary/secondary evidence Eyewitness Culture</p> <p>Please note that each unit covered will have topic specific vocabulary</p>



### National Curriculum Programmes of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand 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
- understand 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
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescale.

## **KS1**

**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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]**
- **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]**
- **significant historical events, people and places in their own locality**

## **KS2**

**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 900-130