Holy Infant and St. Anthony R.C. Primary School

History Curriculum

'For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope.'

Romans 15:4 NIV

Intent

At Holy Infant and St. Anthony R.C. Primary School, our mission statement of 'Inspiring Eachother to Excellence, Guided by the Light of Christ' is at the heart of everything we do. We want our history curriculum to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want children to be ambitious with their history knowledge and grow up wanting to be an archaeologist, historian, curator, archivist, researcher and teacher. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our history scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

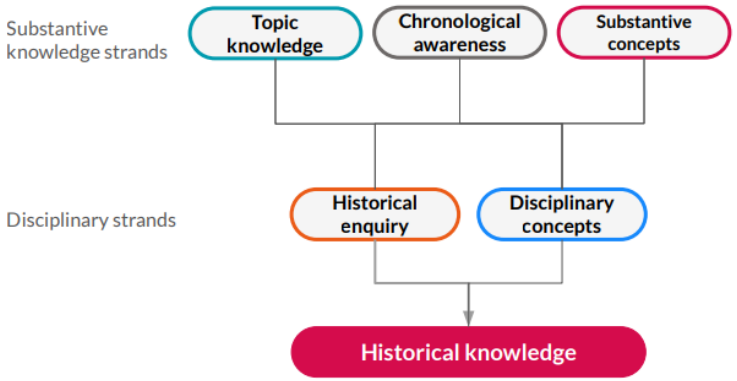
We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Kapow Primary's History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



Our scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In Reception, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics. In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

Our scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Guidance for how to adapt the teaching is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

Impact

The impact of our scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. All units start with a prior learning assessment, the children then complete a mid-point check-in to support teachers in assessing against current learning and then at the end of the unit, children complete an end of unit quiz to provide a summative assessment. Data is inputted and tracked using our school tracking system.

After the implementation of our scheme, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following the scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.

● Make connections between historical concepts and timescales.

● Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

The History Scheme of Work

Our scheme of work fulfils the statutory requirements of the **National curriculum (2014)**.
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
- ★ 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 and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ★ 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.
- ★ 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

Topic knowledge

Chronological awareness

Substantive (abstract) concepts

Disciplinary concepts

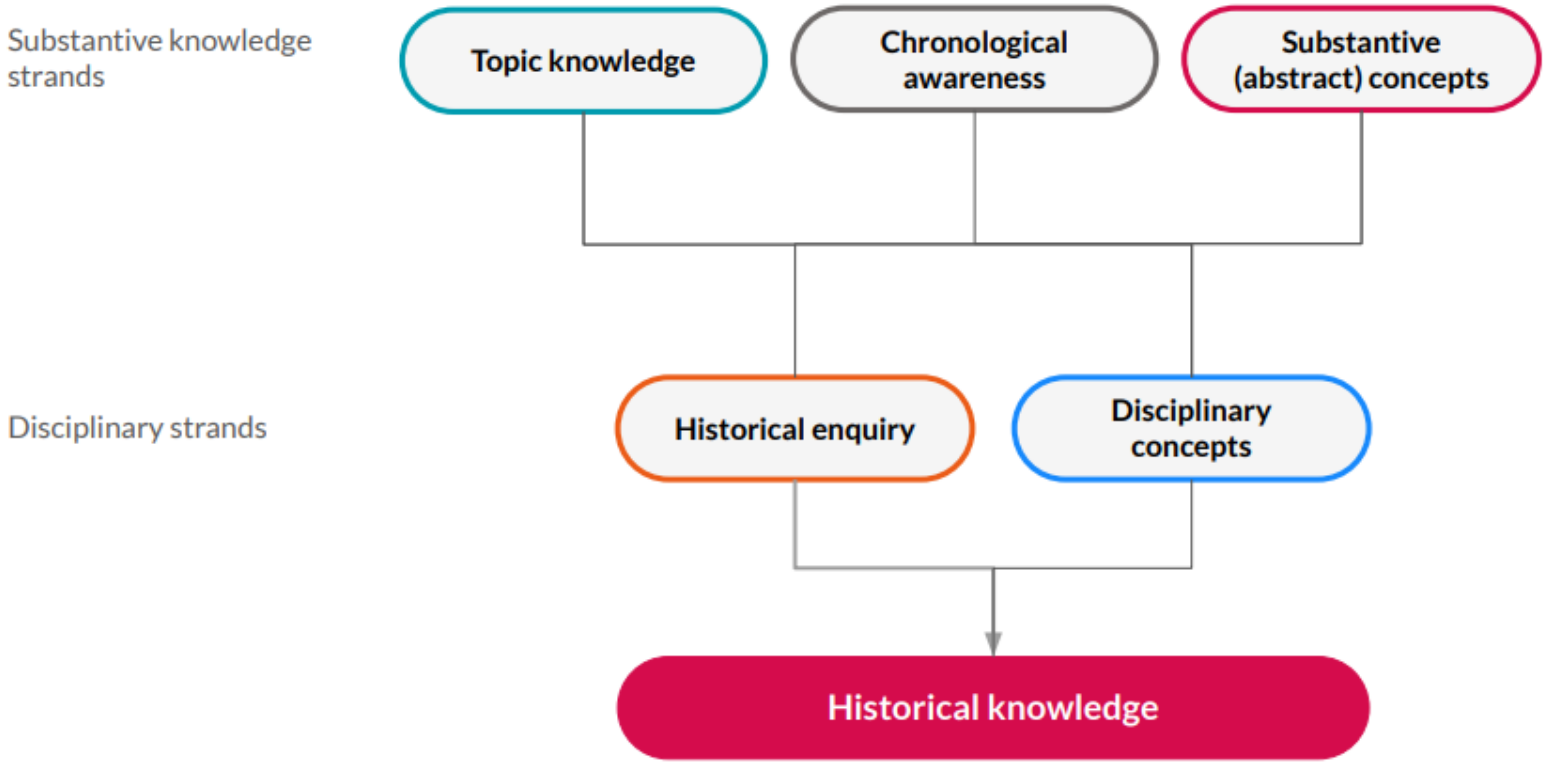
Historical enquiry

Our National curriculum coverage document shows which of Kapow Primary's units cover each of the National curriculum Attainment targets and aims. National curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

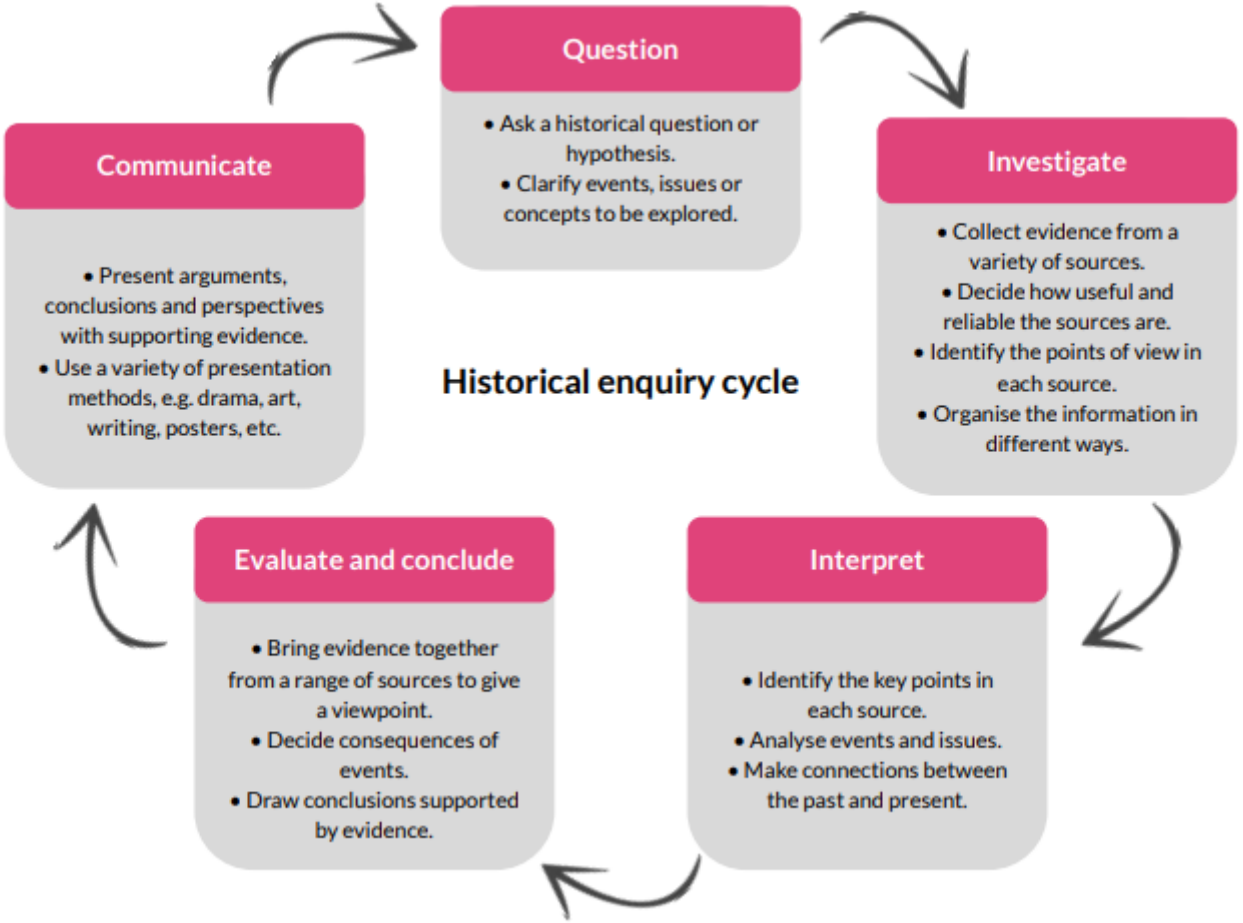
The Development of Disciplinary Concepts

Change and continuity	Similarities and differences	Cause and consequence	Historical significance	Sources of evidence	Historical interpretations
Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event	Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.	Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.	Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.	Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.	Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.

How is the History scheme of work organised?



The Enquiry Cycle



A Spiral Curriculum



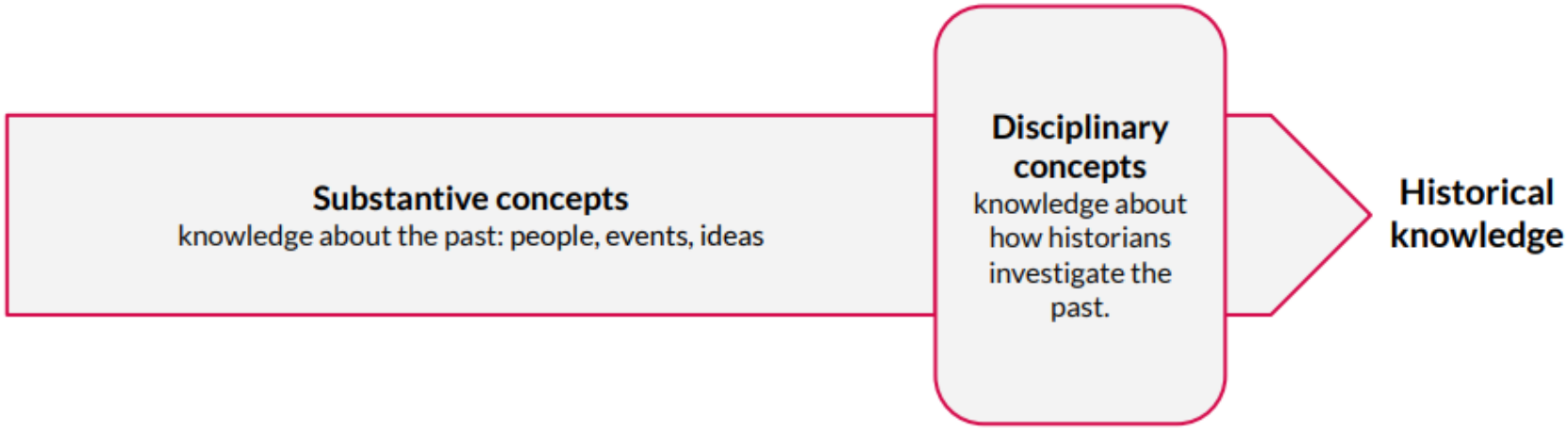
Our History scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the same disciplinary concepts during their time in primary school.
- ✓ Increasing depth: Each time a concept is revisited, it is covered with greater complexity.
- ✓ Prior knowledge: Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Different types of knowledge in History learning

Substantive knowledge	Disciplinary knowledge
This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods.	This refers to a knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' The Kapow Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



History Whole School Overview

	Autumn	Spring	Summer
Rec	Can you guess who? Past and present Spot the difference Family tree Adventures through time Wearing the crown		
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Year 3	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4	How have children's lives changed?	British history 3: What changed in Britain after the Anglo-Saxon invasion?	How did the achievements of the Maya civilisation influence their society and beyond?
Year 5	Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6	What can the Census tell us about local areas?	British history 6: What was the impact of World War 2 on the people of Britain?	Who should go on the banknote?

The topics chosen ensure National Curriculum coverage at both Key Stage 1 and Key Stage 2. History is taught once per term in each year groups. Our planning and progression come from the Kapow scheme of work subscription.

EYFS and Key Stage 1

In Key Stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of the 'past' by first making it relevant to their own lives, then by looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.

Reception

These activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives.

Year 1

The 'How am I making history?' unit supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, 'How have toys changed?' extends this understanding of chronology further into the past (and future) using an object – the teddy bear – which will be familiar to all children to help them develop their concept of time. With a more secure grasp of this concept, pupils are able to look at a context that will be less familiar to them in our 'How have explorers changed the world?' unit, which will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.

Year 2

'How was school different in the past?', the first unit in Year 2 gives pupils the chance to look at history through the familiar school context. The second and third units move onto less familiar contexts again, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society as a whole.

Key Stage 2

The National curriculum states that pupils should 'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day', and so our British History units across Key Stage 2 are sequenced chronologically to allow pupils to understand this narrative. For world history, the Kapow Primary timeline allows the teacher to place all units in their chronological context, an in relation to pupils' prior learning in History.

Year 3

'What was important to ancient Egyptians?' is at the end of Year 3 as pupils need sufficient understanding of the history of the UK before they could compare and make connections with other ancient civilisations.

Year 4

The British History unit comes after 'How have children's lives changed?' in Year 4 because this unit looks at more abstract substantive concepts, such as power, invasion and settlement which are often challenging for children to understand. Finally, children develop a chronological understanding significant events happening at the same time in other parts of the world by learning about the Maya civilisation

Year 5

The British History units 'Were the Vikings raiders, traders or something else?' and 'What was life like in Tudor England?' are taught first, allowing an opportunity to revisit and build on the children's understanding of the chronology of British history from Year 4. They then move on to comparing Britain to ancient Greece.

Year 6

The local history unit 'What can the census tell us about local areas?' and 'What was the impact of World War 2 on the people of Britain?' are next to each other so the children can compare local and national issues. @unheard histories' and 'What was a Sikh Empire' are transition units preparing children for studying history at Key Stage 3.

Reception

	Current Learning Understanding the world Past and Present	Future Learning Year 1 – How am I making history?
EYFS Framework	I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family friends. I can comment on images of familiar situations in the past. I understand that some places are special to members of my community. I can recognise and describe special times or events for family friends. I can compare and contrast characters from stories, including figures from the past. I can recognise and describe special times or events for family friends. Children at the expected level of development will: • - Talk about the lives of the people around them and their roles in society; • - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • - Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Key Knowledge	I know I used to be a baby I know the past has already happened. I know 3 members of my family who are different in age I know Kings and Queens are powerful people who rule others. I know trains have changed over time.	
Key Vocabulary	Adult Past Child Present Toddler Baby Teenager New Old King queen	

Year 1

	Autumn			Spring			Summer		
	Prior Learning	**Current Learning**	**Future Learning**	**Prior Learning**	**Current Learning**	**Future Learning**	**Prior Learning**	**Current Learning**	**Future Learning**
	Reception – Adventures through time	**How am I making history?**	**Y1 – How have toys changed?**	**Y1 – How am I making history?**	**How have toys changed?**	**Y1 – How have explorers changed the world?**	**Y1 – How have toys changed?**	**How have explorers changed the world?**	**Y2 – How was school different in the past?**
National Curriculum	**Subject Content** • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Aims** • 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 social history; and between short-and long-term timescales.			**Location Knowledge** • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Human and Physical** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills & fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass direction (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			**Location Knowledge** • Name and locate the world's seven continents and five oceans. **Place Knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European county **Human and Physical** • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills & fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass direction (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Key Knowledge	• I can order 3 photographs correctly on a simple timeline. • I can talk about 1 memory and place it on a timeline. • I can think of three ways I celebrate my birthday. • I can ask questions about the past. • I know clothes and photographs are different in the past. • I know we still have cars and shops today and in the past. • I can talk about possible changes in the future. • I know that things will change in the future.			I can talk about a favourite toy. I can ask 1 question about toys in the past. I know 1 toy from the past. I know toys in the past were made from different materials. I can identify similarities and differences between teddy bears now and in the past. I know teddy bears were made from straw and had glass eyes. I know teddy bears are still soft on the outside today. I know that most toys are made from plastic today.			I know that explorers discover new things. I can name important explorers and explain some achievements and where they travelled. I know Matthew Henson was the first person to explore the North Pole I can sequence 2 events on a timeline about Christopher Columbus. I can ask 1 question about Matthew Henson from a photograph. I know that explorers now travel by different transport (aeroplanes) I know that Christopher Columbus explored new places people didn't know about.		
Key Vocabulary	present past memory event living memory			modern source decade century			timeline living memory beyond living memory explorer voyage		

Year 2

	Autumn			Spring			Summer		
	Prior Learning  **Y1 – How have explorers changed the world?**	**Current Learning** **How was school different in the past?**	**Future Learning**  **Y2 – How did we learn to fly?**	**Prior Learning**  **Y1 – How was school different in the past?**	**Current Learning** **How did we learn to fly?**	**Future Learning**  **Y2 – What is a monarch?**	**Prior Learning**  **Y2 – How did we learn to fly?**	**Current Learning** **What is a monarch?**	**Future Learning**  **Y3 – British history 1: would you prefer to live in the Stone Age, Iron Age or Bronze Age?**
National Curriculum	**Location Knowledge** • Name and locate the world's seven continents and five oceans. **Place Knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European county **Human and Physical** • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills & fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass direction (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			**Location Knowledge** • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the Unite Kingdom and its surrounding seas **Human and Physical** • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills & fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass direction (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			**Location Knowledge** • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the Unite Kingdom and its surrounding seas **Human and Physical** • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills & fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass direction (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Key Knowledge	• I know classrooms looked different in the past. • I can ask a question about schools in the past. • I know classrooms had a stove in them. I know children wrote on slate. • I know children sat a wooden desks and the teacher wrote in chalk. I know you got hit with a cane if you did something wrong. • I know all children did PE and children learned to read and write. I know children sat at wooden tables and got hit with a cane. • I know which school I'd rather go to.			I know the Wright brothers invented the first engine-powered aeroplane I know in 1903 they were responsible for the world's first piloted flight. I know Bessie Coleman was the first African American woman to get an international pilot's license. I know Amelia Earhart was the first woman to fly by herself across the Atlantic Ocean and the first person to fly by herself across the Pacific Ocean I know the Moon landing was the first time humans walked on the Moon. I know that since the Wright brothers' flight, aeroplane designs have improved so more people can travel around the world and to space.			I know a monarch is someone who rules a country. I know that our monarch is King Charles. He had a crown put on his head and was anointed with oil. I know William the Conqueror became king when he won the Battle of Hastings. I know motte and bailey castles were made out of wood and stone keep castles were made out of stone. I know concentric castles had two walls. I know fortified manor houses had towers. I know William the Conqueror had all the power. I know King Charles is Head of State but Parliament make the decisions.		
Key Vocabulary	Past Present Beyond living memory Source evidence			Achievement Evidence Eyewitness account Primary source Historically significant			Battle Conquer Defend Invade Power rule		

Year 3

	Autumn			Spring			Summer		
	Prior Learning	**Current Learning**	**Future Learning**	**Prior Learning**	**Current Learning**	**Future Learning**	**Prior Learning**	**Current Learning**	**Future Learning**
	Y2 – What is a Monarch?	**British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Ae?**	**Y3 – Why did the Romans invade and settle in Britain?**	**Y3 – Would you prefer to live in the Stone Age, Iron Age or Bronze Age?**	**British history 2: Why did the Romans invade and settle in Britain?**	**Y$ - what was important to ancient Egyptians?**	**Y3 – When did the Romans invade and settle in Britain?**	**What was important to ancient Egyptians?**	**Y4 – How have children's lives changed?**
National Curriculum	**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: ➢ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ➢ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: ➢ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Key Knowledge	• I know that prehistory was a long time ago. • I know that people from the Stone Age made houses with a hearth, rooms and a dresser. • I know that the Amesbury Archer was a leader or skilled craftsman. I know he was buried with valuable items. • I know that bronze tools were sharper and stronger to use. I know they could turn more land into fields to farm. • I know coins were introduced to allow people to trade without swapping goods directly. • I know that people lived in groups and used fire for cooking and warmth. I know that the materials and structures of houses were different. I know that they built settlements to protect themselves from tribes.			I know that entertainment was a big part of Roman life. I know that the Romans wanted to have more land and grow more food and build houses. They wanted to be more powerful. I know that the Romans built roads which connected towns and cities. I know that Roman rule protected people from other tribes. I know that the Roman Army was well-organised and disciplined. I can use artefacts to make deductions about the lives of Roman soldiers in Britain. I know that we still use Roman numerals today. I know that Roman roads formed the basis of today's transport network.			I know the first civilisations appeared on the same line of latitude, near rivers I know that the River Nile would flood each year and leave fertile soil so they could grow lots of crops. I know that the River Nile was used carry trade up and down the river on boats. I know the Rosetta Stone is a broken slab with writing carved on it. I know it is important as it helped experts learn how to read hieroglyphs. I know gods and goddesses were central to the lives of ancient Egyptians by shaping their understanding of the world, nature and society. I know the ancient Egyptians worshipped gods and goddesses through rituals and festivals as a way to ensure the well-being of the community. I know that the ancient Egyptians believed the body had to be preserved and these rituals helped them reach the afterlife. I know the pharaohs were buried in tombs to protect them and their treasures.		
Key Vocabulary	AD (Anno Domini) Archaeology Barter BC (Before Christ) Hunter-gatherers Settlement Trade tribe			empire invasion legacy Romans settlers Boudicca			Book of the Dead Civilisation Historically significant Immortal Mummification Preserve Pyramid Ra River Nile sarcophagus		

Year 4

	Autumn			Spring			Summer		
	Prior Learning **Y3 – What was important to ancient Egyptians?**	**Current Learning** **How have children's lives changed?**	**Future Learning** **Y4 – What changed in Britain after the Anglo-Saxon invasion?**	**Prior Learning** **Y4 – How have children's lives changed?**	**Current Learning** **British history 3: What changed in Britain after the Anglo-Saxon invasion?**	**Future Learning** **Y4 – How did the achievements of the Maya civilisation influence their society and beyond?**	**Prior Learning** **Y3 – What changed in Britain after the Anglo-Saxon invastion?**	**Current Learning** **How did the achievements of the Ancient Maya influence their society and beyond?**	**Future Learning** **Y5 – were the Vikings raiders, traders or something else?**
National Curriculum	**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Human and physical geography** • describe and understand key aspects of: ➢ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ➢ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Human and physical geography** • describe and understand key aspects of: ➢ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ➢ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Human and physical geography** • describe and understand key aspects of: ➢ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ➢ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Key Knowledge	I know that schools have changed and leisure time. I know children worked in factories or as servants. I know Victorian children worked in factories or were apprentices. I know Lord Shaftesbury introduced the factory act, the chimney sweep's act and the mine's act. I know that children's leisure time increased over time. I know children caught the plague, cholera, influenza. I know children were treated with leaches, mustard, changing water pumps and antibiotics.			I know the Anglo-Saxons and Scots came to Britain to help protect the Romans and to farm. I know the Anglo-Saxons made their homes from wattle and daub. I know that the Anglo-Saxons were skilled craftsman and traded overseas. I know St Aidan founded the monastery Lindisfarne to help spread Christianity. I know different sources gave different opinions on King Alfred and I can give my opinion. I know that William of Normandy won the Battle of Hastings and end Anglo-Saxon rule.			I know that the rainforest was filled with dangerous animals, it was difficult to farm and there was no rocks to build with. I know that chocolate was used in sacrifices and religious ceremonies. I know the responsibility of 1 Mayan deity. I can explain 1 ancient Maya invention. I know that ancient Mayan cities had temples, residential areas and farming fields. I know that the cities declined due to fighting, depopulation and changes to the environment.		
Key Vocabulary	Secondary source Continuity Change Childhood Ragged schools Apprentice Working conditions Leisure time Poverty reform Lord Shaftesbury			Apprentice Change Childhood Continuity Deduction Historically significant Law Modern Poverty Primary source Secondary source Servant Working conditions			Achievement Ancient Archaeologist Civilisation Creation Currency Decline Mesoamerica Ritual theory		

Year 5

<table>
<tr><th></th><th colspan="3">Autumn</th><th colspan="3">Spring</th><th colspan="3">Summer</th></tr>
<tr><td></td><td>Prior Learning

Y4 – How did the achievements of the ancient Maya impact their society and beyond?</td><td>Current Learning
British history 4: Were the Vikings raiders, traders or settlers?</td><td>Future Learning
</td><td>Prior Learning

Y4 – Were the Vikings raiders, traders or settlers?</td><td>Current Learning
British history 5: What was life like in Tudor England?</td><td>Future Learning

Y5 – What is the legacy of the ancient Greek civilisation?</td><td>Prior Learning

Y5 – What was life like in Tudor England?</td><td>Current Learning
What is the legacy of the ancient Greek civilisation?</td><td>Future Learning

Y6 – What does the Census tell us about local areas?</td></tr>
<tr><td>National Curriculum</td><td colspan="3">Locational knowledge
• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge
• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography
• describe and understand key aspects of:
➢ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
➢ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td><td colspan="3">Locational knowledge
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<tr><td>Key Knowledge</td><td colspan="3">I know the Vikings came in AD 793.
I know the Vikings were raiders and clever traders: trading silk and spices.
I know the Viking North Sea trading route circled Britain.
I know that Viking sagas are centuries old stories portraying powerful Viking warriors and adventures like Leif Erikson.
I know that York was a Viking settlement named Jovik.
I know that the Vikings established trade routes from Greenland to Baghdad.</td><td colspan="3">I know information about Henry VIII from portraits and written methods.
I know why Henry VIII had many wives using secondary sources.
I know about power and punishment using a range of sources.
I know how propaganda was used by a Tudor monarch.
I know how inventories about the wealth and position of an ordinary Tudor person are used by historians.
I know how inventories are useful to historians and create a realistic Tudor inventory.</td><td colspan="3">I can explain where and when the ancient Greeks lived.
I can explain the importance of the Greek gods.
I can compare Athens and Sparta.
I can explain how Athenian democracy worked.
I can explain what philosophy is and identify the achievements of the ancient Greek philosophers,
I can identify the ancient Greeks; legacies and their impact.</td></tr>
<tr><td>Key Vocabulary</td><td colspan="3">Abandon
City-state
Classic period
Creation story
Decline
Deforestation
Drought
Hieroglyphics
Pyramid
Slash and burn
Tropical rainforest</td><td colspan="3">Bias
Democracy
Heir
Merchant
Parliament
Perspective
Propaganda
State
Tyrant</td><td colspan="3">Achievement
Assembly
Athens
City-state
Classical Golden Period
Direct democracy
Oligarchy
Philosophy
Sparta
Zeus</td></tr>
</table>

Year 6

	Autumn			Spring			Summer		
	Prior Learning	**Current Learning**	**Future Learning**	**Prior Learning**	**Current Learning**	**Future Learning**	**Prior Learning**	**Current Learning**	**Future Learning**
	Y5 – What is the legacy of the ancient Greek civilisation?	**What can the census tell us about local areas?**	**Y6 – what was the impact of World War 2?**	**Y6 – What does the census tell us about local areas?**	**British history 6: What was the impact of World War 2 on the people of Britain?**	**Y6 – Who should go on the banknote?**	**Y6 – What was the impact of World War 2 on the people of Britain?**	**Who should go on a banknote?**	
National Curriculum	**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			**Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		**Locational knowledge** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Human and physical geography** • describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Key Knowledge	I can identify the type of information the census gives people. I can use the census to make inferences about people from the past. I can extract information about jobs from the census and compare jobs available now and in the past. I can make inferences about women's lives in the 1900s using the census. I know how the census changed by following the life of Evelyn Dove. I can choose and plan an enquiry and use the census to find answers.			I know WW2 started because Germany invaded Poland. This was because Germany was forced to sign The Treaty of Versailles and pay back fines. I know the Battle of Britain was a fight for aerial supremacy between German y and England which resulted in England winning. I know what life was like for people during The Blitz. I know that the evacuation was a stressful time for children as they were separated from family. I know women played a crucial role in WW2 as they had to work jobs like farming, factory workers and flying aeroplanes. I know people migrated to Britain for a variety of reasons, including forced labour, seeking safety, and hoping for work and better opportunities			I know the four people on the English banknotes and why they were chosen. I know what Alfred the Great and Elizabeth 1 did and decide who was the most historically significant. I know what Ellen Wilkinson and Betty Boothroyd did and decide who was the most historically significant I know Mary Seacole was a nurse who created 'The British Hotel' and saved thousands of lives during the Crimean war. I know what Lily Parr and Betty Snowball did and decide who was the most historically significant I know who should be the new face of the £10 note and justify with reasons.		
Key Vocabulary	Census Decade Head of Household Historical enquiry Inference Local history Occupation Politics Reliable suffrage			Accuracy Appeasement Battle of Britain Bias The Blitz Evacuation Operation Sea Lion Propaganda Reliability Treaty of Versailles			Jane Austen Winston Churchill Equality Act 2010 Historical figure Historical significance Shortlist Stereotype Alan Turing J W M Turner		