

Bramcote Hills Primary School  
'Make the future better for all'



# History

## Curriculum Depth Map

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# Contents

Aims.....	2
Intent.....	2
Procedural Knowledge .....	2
Conceptual Knowledge .....	2
Key Primary Themes.....	3
Implementation.....	3
Impact .....	3
Progression of Knowledge by Key Primary Themes.....	5
Knowledge Overview by Key Primary Themes.....	11
Half Termly Components of Learning Overview per year group .....	11
History – Key Primary Themes by theme .....	12
Appendix – Key Knowledge and Vocabulary .....	15
<b>Foundation</b> .....	15
Year 1.....	17
Year 2.....	19
Year 3.....	21
Year 4.....	23
Year 5.....	25
Year 6.....	27



## Curriculum Depth Map – History

### Aims

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'.

### Intent

At BHPS we provide children with a challenging and engaging history curriculum that inspires a curiosity and fascination. We want them to have a coherent knowledge and understanding of Britain's past and that of the wider world. Through studying a variety of historical periods and concepts, they should develop a chronological narrative, from the earliest times to the present day. They should appreciate how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world. They are increasingly able to explain the nature of ancient civilisations, the expansion and dissolution of empires; characteristic features of past non-European societies and achievements and follies of mankind.

We aim to build on the key historical knowledge of children through two lenses:

- The lens of conceptual knowledge – choice, scope and sequencing of content.
- The lens of procedural knowledge – cause and consequence, change and continuity, which are revised at regular intervals, regardless of the content being taught.

As we draw our pupils from a wide catchment, with many children having English as an additional language, we start with ensuring pupils have a strong understanding of historical language.

### Conceptual Knowledge

Substantive knowledge, in the primary curriculum for history, refers to the essential, factual and conceptual knowledge that pupils are expected to learn and understand about historical events, people, and developments in the past.

Conceptual knowledge provides pupils with a framework for making sense of the past, allowing them to make connections and draw conclusions about historical events, key figures, chronology, cultural and social developments, society, cause and effect, monarchy and empire.

Conceptual knowledge provides the necessary foundation for pupils to engage in historical thinking and analysis. It is often complemented by procedural knowledge, which involves the processes used to investigate and interpret historical information.

### Procedural Knowledge

Disciplinary knowledge is procedural knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broader context.

It helps pupils to explore how historical narratives are constructed and the potential opportunity for bias.

Procedural aspects allow pupils to analyse history in the context of cause and consequence, change and continuity, similarities and differences, historical significance, sources and evidence and historical interpretations. These procedural aspects are taught in the context of conceptual knowledge, building up increasingly sophisticated schemata about how historians' study and analyse the past.

**Key Primary Themes** in history are the fundamental ideas that help us understand the past. Some of the Key Primary Themes in history include continuity and change, cause and effect, perspective, evidence, interpretation, and significance. These concepts help us to analyse and interpret historical events and understand how they have shaped the world we live in today. Pupils are also taught about the contributions that historians have made and continue to make, to the world they live in.

### Implementation

We begin with a child-centred approach to history by exploring changes within their own lives and within living memory. They explore events that are significant locally and nationally and the lives of significant individuals who have contributed to national and international achievements. As pupils progress, they are introduced to more abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. As they move through the key stages, they continue to explore concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse trends and frame historically-valid questions. Even from a very early age, children are exposed to methods of historical enquiry and how evidence is used to make historical claims.

We motivate and enthuse pupils by creating deep links with other curriculum areas. Wherever possible, we use first-hand experiences and fieldwork to deepen their understanding of history. We aim to provide some off-site experiences with a specific historical focus so that children can strengthen their understanding through first-hand experiences. We use a range of historical sources of evidence and utilise artefacts, drama, role-play, visiting experts and the latest technology to bring the subject to life. This ensures that their curiosity and fascination are maintained and that history is delivered in an exciting and engaging way. Many of our children and people from the wider community have strong historical links and a vast historical knowledge, so we make use of these experts to engage and motivate pupils further.

Our history curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across key stages. Curriculum coverage is sequenced carefully from EYFS to Year 6 which allows Key Primary Themes, conceptual and procedural knowledge to be developed and revisited at a deeper level of learning.

Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, how new knowledge and skills fit in with prior learning, 'sticky' knowledge they need to understand and key vocabulary they need to learn. Lessons seek to introduce new knowledge and key primary themes in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

Procedural knowledge will be taught and not just 'experienced' by carrying out practical work.

### Impact

The expected impact of following the History Depth Map is that children will:

- Have an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- A passion for history and enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence taken from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

During the following [Staging Points](#) these will be identified as:

<b>Foundation</b>
The principal focus of history teaching in Foundation is to foster curiosity about the world around them.
<b>KS1</b>
The principal focus of history can be organised into Key Primary Themes. Pupils will have knowledge and understanding of the following: <ul style="list-style-type: none"><li>• Recall the knowledge specified within the CDM for Y1 &amp; Y2</li><li>• Demonstrate an awareness of the past</li><li>• Use common words and phrases relating to the passing of time</li><li>• Know where the people and events studied fit within a chronological framework</li><li>• Identify similarities and differences between ways of life in different periods, including their own</li><li>• Use a wide vocabulary of everyday historical terms</li><li>• Ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features and events</li><li>• Understand some of the ways in which we find out about the past</li><li>• Identify different ways in which the past is represented</li></ul>
<b>LKS2 - Years 3 &amp; 4</b>
The principal focus of history can be organised into Key Primary Themes. Pupils will have knowledge and understanding of the following: <ul style="list-style-type: none"><li>• Recall the knowledge specified within the CDM for Y3 &amp; Y4</li><li>• Demonstrate an understanding that the past can be divided into different periods of time</li><li>• Recognise and explain some of the similarities and differences between different periods of time</li><li>• Use the correct dates and historical terms to describe events</li><li>• Understand and explain some of the main events, people and changes which occurred during the periods of time studied</li><li>• Identify some of the different ways in which the past is represented</li><li>• Use sources of information to answer questions about the past</li></ul>
<b>UKS2 - Years 5 &amp; 6</b>
The principal focus of history can be organised into Key Primary Themes. Pupils will have knowledge and understanding of the following: <ul style="list-style-type: none"><li>• Recall the knowledge specified within the CDM for Y5 &amp; Y6</li><li>• Has a secure knowledge of chronology and understanding of British, local and world history,</li><li>• Able to prepare clear narratives within and across the periods studied</li><li>• Identify and note connections, contrasts and trends over time</li><li>• Use historical terms appropriately</li><li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>• Understand how our knowledge of the past is constructed from a range of sources</li></ul>
<b>KS3</b>
The principal focus is for pupils to extend and deepen their knowledge of chronology and understanding of British, local and world history so that it provides a well-informed context for wider learning. In doing so pupils should be able to: <ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</li><li>• Explain and analyse historical events and periods studied using second-order historical concepts.</li><li>• Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li><li>• Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li></ul>

### The Foundations for Learning History in the Early Years

The foundations for learning history begin in the early year’s classroom. At BHPS, our curriculum aligns the EYFS area ‘Understanding the World’ with the History National Curriculum. In Foundation, children experience a combination of direct teaching and child led exploration to achieve an understanding of historical concepts. Children’s interests and curiosities are equally valued and fostered and therefore we have included a continuous provision element to summarise the potential learning that may arise within the environment.

Our EYFS curriculum ensures sufficient coverage of key concepts including historical enquiry, chronology, community and culture and exploration and invention. The sticky knowledge is explicitly taught and then embedded through pedagogical approaches appropriate for EYFS including exploration, observation and investigation. Our Foundation unit is a vocabulary rich environment where adults enhance children’s geographical language through a purposeful play-based approach.

Our Foundation curriculum teaches ‘The Characteristics of Effective Learning’ in a sequential and progressive approach. Our school recognises that this conceptual knowledge provides the foundation for further learning in the subject. It helps pupils build an understanding of the world around them and lays the groundwork for more advanced historical concepts in later education. Teachers are integral to organising children’s learning of chronology and historical enquiry, explicitly teaching the connections between components of knowledge, and therefore avoiding misconceptions.

Learning is carefully sequenced, considering the small steps children need to achieve the ELG and considers the interplay between conceptual and procedural knowledge that children need in order to access the National Curriculum. KS1 staff draw upon the Understanding of the World ELG assessment to support future teaching. The ELG assesses only a small proportion of the learning children experience. As KS1 teachers begin topics, they teach and assess initial knowledge that children may have acquired previously.

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Topic Title</b>	I wonder... what makes us special and what I can do?	I wonder... where the story will take us?	I wonder.... what’s out there?		I wonder....how living things grow?	
<b>Links to History Key Concept</b>	Past and Present		Past and Present			Past and Present
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>To know that the phrase ‘then’ means in the past and ‘now’ means in the present.</li> <li>To know how to talk about past and present events in their own life. e.g. a christening, a birthday.</li> <li>To relate a special event to their own lives e.g. Christmas traditions.</li> <li>To compare something in the past to the present.</li> </ul>		<ul style="list-style-type: none"> <li>To know that in the past nobody had travelled to the moon, until Neil Armstrong.</li> <li>To know that Mae C. Jemison became the first African-American woman to travel into space.</li> <li>To know that space travel happens more now than it did in the past.</li> <li>To know about astronauts in the past and astronauts now.</li> </ul>			<ul style="list-style-type: none"> <li>To know that the phrase ‘past’ means something that has already happened</li> <li>To know that the phrase ‘present’ means something that is happening now.</li> <li>To know that an object’s appearance can change over time e.g bike or a humans</li> <li>To know why objects may change over time</li> </ul>

<b>Link to KS1 Key Concepts</b>	Y1 – When I was your age Y2 – Lives of Significant people			Y1 – Lives of significant people Y2 - Lives of significant people						Y1 – When I was your age Y2 - Events beyond living memory
<b>Explore and Learn in continuous provision</b>	<ul style="list-style-type: none"> <li>To engage in sharing memories through 'Marvellous Me' bag.</li> <li>Special events in the whole school calendar to be reflected in continuous provision activities on that particular day/week. E.g. Remembrance Day.</li> <li>To understand the past through books read in class by exploring settings, characters and events.</li> <li>Sharing photographs of the children as babies</li> </ul>			<ul style="list-style-type: none"> <li>To understand the past through books read in class by exploring settings, characters and events.</li> <li>Children to record a whole class video all about space.</li> <li>Photos of spacecrafts for children to look at how they have changed over time.</li> </ul>						<ul style="list-style-type: none"> <li>To engage in sharing memories through 'Marvellous Me' bag.</li> <li>To understand the past through books read in class by exploring settings, characters and events.</li> <li>Explore objects on the curiosity table</li> <li>Sharing photographs of the children as babies</li> </ul>
<b>Vocabulary</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	
	now then	change remember yesterday	past present	change now then	future past present	famous	change now then	future past present	famous	

## History Curriculum Depth Map – Progression of Knowledge by Key Primary Themes

Chronological Awareness						
F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about past and present events in their own life	Sort objects into old and new	Order the life experiences of a significant individual	Read and understand timelines from Stone Age to Iron Age	Sequence historical periods between the Romans and Ango-Saxons	Use terms such as ancient and modern when learning about the Greeks	Use timelines to contrast, compare and explain change within the Mayan civilization
Talk about past and present events in the lives of family members	Recount changes in their own life over time	Place events in chronological order	Understand that the past can be divided into periods (Stone Age, Bronze Age, Iron Age)	Place any significant events from Ancient Romans in Britain to Anglo-Saxons correctly on a timeline		Create a detailed timeline to explain the events leading up to and during WWII
Name and describe people who are different in age to them	Use words and phrases such as recently, before, after, now and later	Talk about how the life of someone beyond living memory was different to our lives	Place the periods studied on a timeline	Use dates and terms such as AD, BC, CE, BCE, century, millennium and decade and		Find connections, contrasts and trends over time (linked to how it impacts the people)
Organise events using basic chronology, recognising that things have happened before they were born	Identify whether stories are set in the past or present		Sequence historical periods of time between the Iron Age and Romans	Apply dates and terms correctly to the period between the Iron Age and Anglo-Saxons		Compare the features of different wars studied
Organise major events in their own past				Identify changes within the Anglo-Saxon and Viking period		
				Understand the chronology of Anglo Saxons and Vikings and where they fit on a timeline, adding to previous history studied.		
				Understand the chronology of the Ancient Egyptian period		
				Identify changes within the Ancient Egyptian period		

Knowledge and Understanding of Significant Aspects of British History						
F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about lives of the people around them	Talk about lives of the people around them and their roles in society	Name an important person or event that happened, near to where I live	Understand how historical events have impacted on settlements within the local area	Give a broad overview of life in Britain from ancient until medieval times.	Give a broad overview of life in Britain from ancient times until the industrial revolution	Give a broad overview of life in Britain from ancient times until the present day
Talk about the past and present events in their own life	Talk about the past and present events in the lives of family members	Find out about important historical places, near to where I live				
	Consider their impact on future generations	Describe or explain an important person or event that happened near to where I live				
		Identify why local events were important				



### Knowledge and Understanding of Significant Aspects of History of the Wider World

F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about experiences that are familiar and how these may have been different in the past	Talk about the way of life of people in the past through discussions about stories		Describe the significant aspects of the ancient Roman civilisation in terms of settlement, ways of life, trade, achievements, beliefs hierarchy	Explain the significant aspects of the ancient Egyptian civilisation	Identify notable features of the ancient Greek civilisation	Analyse the significant aspects of ancient Maya civilisation.
			Explain the legacy of the Ancient Romans and their impact in Britain	Talk about the key feature of ancient civilisations		

### Historical Enquiry – Using evidence/Communicating Ideas

F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show an interest in books, artefacts, people and photos and ask questions about the past	Investigate and ask questions about photos, stories and artefacts	Know that printed sources, the internet, databases, photos, art, artefacts and buildings can be used to collect information about the past	Explore how historians have found out about Stone Age/Iron Age artefacts,	Explain how and why the techniques used by historians have changed and developed over time (comparison from Ancient Egypt to Anglo-Saxon and Viking periods)	Explain how historians have reached opinions about the Ancient Greeks	Evaluate the usefulness and accuracy of primary and secondary sources to inform us about World War II.
Explore images of familiar situations in the past	Reference stories when describing events or individuals	When using a source, ask why, what, who, where, how and when to ask questions about the past and find answers	explain the difference between primary and secondary sources (Ancient Romans, accounts, Artefacts, ruins)	Devise historically valid questions about change, cause, similarity and difference within Anglo-Saxon and Viking periods.	Explain why the chosen source is the best to find specific information (Ancient Greeks)	Pursue historically valid enquiries including some they have framed, linked to the demise of the Ancient Maya Civilisation
Talk about what they can see in photos and artefacts	Know how to find out about the past.	Explain how we know about major events or the lives of significant individuals	Explore about what is important in a historical account- Roman written accounts (bias)	Select the most appropriate source of evidence and use them to answer enquiries (link to Egyptians and Anglo-Saxon/Viking)		Create relevant, structured and evidentially supported accounts linked to the events in WWII
Recognise that information can be retrieved from books and computers			Construct informed responses by selecting and organising relevant historical information (Ancient Romans)			
Explain knowledge about an event						
Comment on images of familiar situations in the past.						

## Historical Enquiry – Interpretation of History

F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore stories both fiction and non-fiction, photos and artefacts	Identify different ways in which the past is represented		Explain why it is sometimes difficult to know the truth about Historical events.	Understand the role of an archaeologist	Suggest how and why contrasting arguments and interpretations of the past have been constructed	Provide accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways (linked to WWII)
Compare and contrast characters from stories, including figures from the past				Understand that different versions of the past may exist, giving reasons for this. Anglo – Saxons, Christianity- mission of Augustine 587AD from Rome to King Aethelbert of Kent.	Identify the differences within contrasting versions of the same event - The Trojan war in Ancient Greece.	

Historical Concepts							
	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and Change	Explore an understanding of changes over time	Develop an understanding of growth and changes over time	Look at the periods of history studied and explain what is different and what is similar in the way of life	For the Stone Age to iron Age identify elements of change and elements of continuity	Make links between main events, Roman Invasion and Anglo-Saxon 'Invasion'.		Reflect on the impact that World War II had on the continuity and change that occurred in the UK between 1930 and 1950
				Identify changes and continuity from Iron age to Roman period introduction of democracy vs conflict)	Identify and explain trends over time during the Viking/Anglo-Saxon period		
Cause and Consequence	Explore the past through settings, characters, and events encountered in books read in class and storytelling.	Know why people did things, why events happened and what happened as a result	Explain how the actions of a significant individual or how a major event had an impact on the world or key people.		Explain relationships between cause and consequence of the Anglo-Saxon period and the division of the kingdoms.	Describe the impact of a major event, referencing the cause (Olympics)	Select and combine information that might be a cause for the demise of the Maya civilization and create a coherent causal explanation T
			Use simple causation diagrams	Identify the cause of change from Stone Age to Iron Age (use of tools and weapons)	Summarise consequences of the Anglo-Saxon period, and the influence of Christianity.		Analyse contrasting judgements about the impact of the Battle of Britain.
					Classify the causes into types or groups, looking at Egyptian hierarchy		Analyse the reasons for, and results of, historical events, situations and changes during WWII
Similarity and Difference	Recognise some similarities and differences between themselves and others and among families, communities and traditions.	Make observations about different types of people, events and beliefs within a society	Link observations about different types of people, events and beliefs within a society to identify which are similar and which are different	Identify similarities and differences between ways of life in the Stone Age and Iron Age.	Explain the diverse experiences and ideas, beliefs and attitudes of men, women and children Vikings and Anglo-Saxons		Analyse the reasons for the diverse experiences of different societies and produce a historical account from WWII (Anne Frank's diary, German soldier)
				Describe social, cultural, religious and ethnic diversity in Britain during the Roman Empire.			
Significance	Recognise that people have different beliefs and celebrate in special times in different ways.	Talk about why someone was important	Write a simple historical account to show why someone who is important	Use sources to identify the significance of the eruption of Pompeii for the local area	Analyse the significance of Vikings' invasion of Britain, in terms of their impact on today's society	Identify historically significant people and events during the Ancient Greek civilisation (e.g. Pythagoras Hippocrates, Archimedes)	Construct informed responses to the Maya civilisation that involve thoughtful selection and organisation of relevant historical information

## Knowledge Overview by Key Primary Themes

		Historical Enquiry	Chronology	Community and Culture	Conflict and Disaster	Exploration and Invention	Hierarchy and Power
EYFS	Past & Present	✓	✓	✓		✓	
Y1	When I was your age	✓	✓	✓		✓	
	Monarchy	✓	✓	✓			✓
Y2	Local History – Chetwynd Barracks	✓	✓	✓	✓		✓
	The Titanic	✓	✓	✓	✓		✓
	Significant People	✓	✓	✓	✓	✓	✓
Y3	Stone Age to Iron Age	✓	✓	✓	✓	✓	
	Roman Empire	✓	✓	✓	✓	✓	✓
Y4	Ancient Civilisations	✓	✓	✓		✓	✓
	Anglo-Saxons & Scots	✓	✓	✓	✓	✓	✓
	Vikings	✓	✓	✓	✓	✓	✓
Y5	Ancient Greece	✓	✓	✓		✓	✓
	Local History – Industrial Revolution	✓	✓	✓		✓	✓
Y6	The Maya Civilisation	✓	✓	✓		✓	
	British History - WWII	✓	✓	✓	✓		✓

## Half Termly Component of Learning Overview per year group

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Foundation	Changes within living memory – understanding past and present		Changes within living memory – understanding past and present			Changes within living memory – understanding past and present
Year 1		Changes within living memory – When I was your age.			Lives of significant people and what life was like in their era. Monarchy (Elizabeth I/Queen Victoria/Elizabeth II)	
Year 2		Local Study Significant Historical Events Chetwynd Barracks	Events beyond living memory (The Titanic)		Lives of significant people – Matthew Henson, Neil Armstrong.	
Year 3	Changes in Britain from the Stone Age to the Iron Age		The Roman Empire and its impact on Britain			
Year 4	Ancient Civilizations (Depth Study - Ancient Egypt, Brief Reference – Indus Valley/Shang Dynasty)		Britain's settlement by the Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		
Year 5	Ancient Greece			Local History Study Industrial Revolution Reference to Nottingham		
Year 6	Non-European society contrasting British History - The Maya Civilization	Study of an aspect of British History (World War II)				

## History – Key Primary Themes by theme

Year	Component of Learning	Key Primary Theme	Detail
P2	Changes within living memory – understanding past and present	Historical Enquiry	Know that stories help to build knowledge about the past
		Chronology	Know that 'yesterday' refers to a time in the past.
		Community and Culture	People and things existed in the past and life might have been different from today
		Exploration and Invention	Objects, places, and people from the past and present are different and things have changed over time.
Y1	Changes within living memory – When I was your age.	Historical Enquiry	Old photos, toys or objects are evidence which helps you to learn about the past.
		Chronology	Time moves in a sequence (past, present, future)
		Community and Culture	Everyday life, traditions, celebrations and the local community has evolved within the memory of parents, grandparents and other adults.
		Exploration and Invention	Changes in technology, culture, and society cause differences in how people live
	Lives of significant people and what life was like in their era. Monarchy (Elizabeth /Queen Victoria / Elizabeth II)	Historical Enquiry	Historical sources such as portraits, letters, castles and objects are used to learn about monarchs
		Chronology	Different monarchs lived in different times in history
		Community and Culture	Some monarchs were significant and were responsible for changing the shape of Britain.
		Hierarchy and Power	A monarch is a king or queen who leads the country

Y2	Local Study Significant Historical Events Chetwynd Barracks	Historical Enquiry	Photographs, maps, documents, and oral histories from local residents or military personnel help to show Chetwynd Barracks.
		Chronology	Chetwynd Barracks were significant in history from its establishment to the present day
		Community and Culture	Chetwynd Barracks has influenced the local community, such as employment opportunities for residents or cultural events that involve the barrack
		Conflict and Disaster	Communities remember and honour those who served in the military, including memorials or commemorative events related to the barrack
		Hierarchy and Power	There is a hierarchy in the military, through ranks and roles within the barracks e.g. soldiers, sergeants, commanding officers.
	Events beyond living memory (The Titanic)	Historical Enquiry	Different types of historical sources tell you about the past e.g. photographs, newspaper articles and survivor stories.
		Chronology	HMS Titanic was constructed in May 1911 and sank on the 15 <sup>th</sup> April 1912
		Community and Culture	A diverse range of people were on board from different social classes and nationalities
		Conflict and Disaster	The disaster prompted changes in maritime laws and safety regulations, emphasizing the importance of learning from past mistakes.
		Hierarchy and Power	There was a social hierarchy on board with different classes of passengers (First Class, Second Class and Third Class). They were all treated differently on board
	Lives of significant people – Matthew Henson, Neil Armstrong.	Historical Enquiry	There are primary sources (e.g., letters, photographs) and secondary sources (e.g., biographies) related to both figures. These sources help us understand their lives and contributions.
		Chronology	Henson's journey to the North Pole took place in 1909 Armstrong's moon landing took place in 1969
		Community and Culture	Matthew Henson's achievements as an African American explorer contributed to the understanding of diversity in exploration.
		Conflict and Disaster	Henson faced challenges and conflict during his expedition such as racial discrimination and the physical dangers of Arctic exploration
		Exploration and Invention	The achievements of Henson and Armstrong changed perceptions of exploration and encouraged advancements in science and technology, despite the challenges they faced.
		Hierarchy and Power	Both individuals contributed to shifting perceptions of power and capability in their respective fields, highlighting the importance of diverse voices in exploration.

LKS2			
Y3	Changes in Britain from the Stone Age to the Iron Age	Historical Enquiry	Cave paintings are an example of primary sources, which provide evidence about the lives of early humans.
		Chronology	There are three phases of the Stone Age (Paleolithic, Mesolithic, Neolithic), followed by the Bronze Age and the Iron Age
		Community and Culture	Hunting, gathering and later farming were how humans lived, worked and interacted in their societies during the Stone Age
		Conflict and Disaster	Early tribes were groups who might fight over land, food and resources
		Hierarchy and Power	The emergence of leadership and social structures, with the role of chiefs and leaders developed in these early communities. They made important decisions about defence, farming or trade
	The Roman Empire and its impact on Britain	Historical Enquiry	Historical sources like Roman writings, inscriptions, or reconstructions of Roman buildings (aqueducts/baths) helps us understand how Romans lived and what they valued
		Chronology	Rome was founded in 752 BC, other events include Roman Republic, The Roman Empire, Julius Ceasar's rule and the invasion of Britain in 43AD
		Community and Culture	Roman society, daily life, religion and cultural achievements shaped and influenced the world around them, building the foundations for many aspects of modern culture
		Conflict and Disaster	The Roman army were well organised due to their battle formations and roles e.g legionaries, centurions and auxiliary soldiers
		Exploration and Invention	Romans were pioneers in many areas. Their inventions and infrastructure shaped the ancient world. They built roads, aqueducts, bridges and building (Pantheon/Colosseum) They also invented a type of concrete.
		Hierarchy and Power	Roman society had a hierarchy, with slaves, plebians, equestrians, senators and the emperor
Y4	Ancient Civilizations (Depth Study - Ancient Egypt, brief reference – Indus Valley/Shang Dynasty)	Historical Enquiry	Archaeological Evidence: Discoveries from excavations, such as city layouts, tombs, and everyday items that tell us about ancient life.
		Chronology	Ancient Egypt existed around 3000 BC
		Community and Culture	The importance of the afterlife and practices such as mummification
		Exploration and Invention	Civilisations developed new knowledge in areas of medicine and mathematics, as well as the invention of the calendar and a writing system (hieroglyphs)
		Hierarchy and Power	Ancient Egyptians had a hierarchical society with clear distinctions between classes: pharaohs, nobles, priests, skilled workers and farmers/slaves
	Britain's settlement by the Anglo-Saxons and Scots	Historical Enquiry	Post-Roman Britain saw the arrival of Anglo-Saxons from Germany, Denmark, and the Netherlands. Key settlements began around 410 AD after the Romans withdrew.
		Chronology	Anglo-Saxon society was organized into small communities based around villages and farms.
		Community and Culture	There was internal conflicts between the various Anglo-Saxon kingdoms for control and territory.
		Conflict and Disaster	Exploration of new territories and resources, including trade in furs, metals, and textiles, with continental Europe
		Exploration and Invention	Monasteries played a crucial role in local governance and community support.
		Hierarchy and Power	Chronicles, artifacts, and archaeological findings, provide evidence about this period in history
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Historical Enquiry	In late 8 <sup>th</sup> Century, Viking raids began, including a raid on Lindisfarne
		Chronology	Old English was the language of the Anglo-Saxons, while Old Norse was spoken by the Vikings.
		Community and Culture	Famine and disease outbreaks impacted both Anglo-Saxon and Viking communities.
		Conflict and Disaster	Development of advanced shipbuilding techniques, leading to efficient longships. Agricultural innovations among Anglo-Saxons, such as crop rotation and the heavy plough.
		Exploration and Invention	Kings held significant power, often seen as leaders by divine right (e.g., King Alfred, Athelstan).The Christian Church became increasingly powerful during this period, influencing politics and education
		Hierarchy and Power	

UKS2			
Y5	Ancient Greece	Historical Enquiry	Range of evident to support that this Influential civilisation had a last impact on the world
		Chronology	Classical Period: The rise of city-states (polis) such as Athens and Sparta (c. 800–500 BCE)
		Community and Culture	Religion and Mythology: The importance of gods and goddesses (e.g., Zeus, Athena) in daily life, festivals, and rituals (e.g., the Olympic Games).
		Exploration and Invention	Influence on Later Cultures: The spread of Greek culture through Alexander the Great's conquests and the subsequent Hellenistic era
		Hierarchy and Power	The hierarchy within Greek society, including citizens, non-citizens, and slaves. Differences in social status and rights
	Local History Study Industrial Revolution Reference to Nottingham	Historical Enquiry	Cultural Heritage: The lasting influence of Nottingham's industrial past on its identity, including local museums and historical sites.
		Chronology	Early Industrialization: Understanding the period leading up to the Industrial Revolution (late 18th century) and its development into the 19th century.
		Community and Culture	Population Growth: The impact of industrialization on population growth in Nottingham, leading to urbanization as people moved from rural areas to work in factories.
		Exploration and Invention	Technological Advances: Innovations in manufacturing, such as the introduction of machinery in the lace-making industry and textile production.
		Hierarchy and Power	Social Changes: The development of new social classes, including the rise of the working class and changes in the middle class
Y6	Non-European society contrasting British History - The Maya Civilization	Historical Enquiry	Artifacts: Examination of pottery, tools, jewellery, and weapons that provide insights into daily life, trade, and social structure.
		Chronology	Classic Period (c. 250 - 900 CE): The height of Maya culture, with significant city-states like Tikal, Palenque, and Copán
		Community and Culture	Worship of multiple gods (e.g., Kukulcan, the feathered serpent) and the significance of rituals and ceremonies
		Exploration and Invention	Advanced understanding of mathematics, including the concept of zero and the base-20 number system
	Study of an aspect of British History (World War II)	Historical Enquiry	Historians' Perspectives: Understanding how different historians interpret events and their significance.
		Chronology	Timelines to understand the sequence and duration of key events throughout the war, including: <b>1939</b> : Invasion of Poland by Germany; Britain and France declare war and <b>1945</b> : End of the war in Europe (V-E Day)
		Community and Culture	Groups, including women and minority populations, participated in the war effort and their roles in the military and workforce.
		Conflict and Disaster	The humanitarian impacts, including loss of life, displacement of populations, and the Holocaust.
		Hierarchy and Power	Understanding the formation of alliances, such as the Axis Powers (Germany, Italy, Japan) and the Allies (Britain, USA, USSR, China).

## Appendix – Key Knowledge and Vocabulary

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

EYFS Curriculum Plan		Foundation
Component of Learning – Understanding the World (People and Communities)		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>Listen to stories about people and places from the past and present.</li> <li>Have an understanding of how I am now (present) ·</li> <li>Develop an understanding that I am changing over time ·</li> <li>Understand all humans change over time</li> <li>Engage in sharing memories.</li> <li>Remember a special event. Know that is from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories about people and places from the past and present.</li> <li>Understand than an event happened in the past.</li> <li>Know about the special event that happened to a significant individual.</li> <li>Know that what happened in the past can change how things happen now.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories about people and places from the past and present.</li> <li>Understand that an object can change over time.</li> <li>Know why an object has changed over time.</li> <li>Know that humans and animals change over time.</li> </ul>

Key Knowledge	Key Vocabulary		
Component of Learning – Understanding the World (People and Communities)	Tier 1	Tier 2	Tier 3
<b>Component of Learning: Past and Present</b>	now then	change remember yesterday	past present
<b>Key Primary Themes – Historical Enquiry / Chronology / Community and Culture / Exploration and Invention</b>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> To know that the phrase ‘then’ means in the past and ‘now’ means in the present.</li> <li><input type="checkbox"/> To know how to talk about past and present events in their own life. e.g. a christening, a birthday.</li> <li><input type="checkbox"/> To relate a special event to their own lives e.g. Christmas traditions.</li> <li><input type="checkbox"/> To compare something in the past to the present.</li> </ul>			
<b>Explore and learn in continuous provision.</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> To engage in sharing memories through ‘Marvellous Me’ bag.</li> <li><input type="checkbox"/> Special events in the whole school calendar to be reflected in continuous provision activities on that particular day/week. E.g. Remembrance Day.</li> <li><input type="checkbox"/> To understand the past through books read in class by exploring settings, characters and events.</li> <li><input type="checkbox"/> Sharing photographs of the children as babies</li> </ul>			

Component of Learning – Understanding the World	Tier 1	Tier 2	Tier 3
<b>Component of Learning: Past and present</b>	change now then	future past present	famous
<b>Key Primary Themes - Historical Enquiry / Chronology / Community and Culture / Exploration and Invention</b>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> To know that in the past nobody had travelled to the moon, until Neil Armstrong.</li> <li><input type="checkbox"/> To know that Mae C. Jemison became the first African-American woman to travel into space.</li> <li><input type="checkbox"/> To know that space travel happens more now than it did in the past.</li> <li><input type="checkbox"/> To know about astronauts in the past and astronauts now.</li> </ul>			
<b>Explore and learn in continuous provision.</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand the past through books read in class by exploring settings, characters and events.</li> <li><input type="checkbox"/> Children to record a whole class video all about space.</li> <li><input type="checkbox"/> Photos of spacecrafts for children to look at how they have changed over time.</li> </ul>			



Component of Learning – Understanding the World	Tier 1	Tier 2	Tier 3
Component of Learning: Past and Present	change now then	future past present	famous
Key Primary Themes - Historical Enquiry / Chronology / Community and Culture / Exploration and Invention			
<p><b>Sticky knowledge: taught &amp; assessed for end goal.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To know that the phrase ‘past’ means something that has already happened</li> <li><input type="checkbox"/> To know that the phrase ‘present’ means something that is happening now.</li> <li><input type="checkbox"/> To know that an object’s appearance can change over time e.g physical objects such as a bike or a humans</li> <li><input type="checkbox"/> To know why objects may change over time</li> </ul>			
<p><b>Explore and learn in continuous provision.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To engage in sharing memories through ‘Marvellous Me’ bag.</li> <li><input type="checkbox"/> To understand the past through books read in class by exploring settings, characters and events.</li> <li><input type="checkbox"/> Explore objects on the curiosity table</li> <li><input type="checkbox"/> Sharing photographs of the children as babies</li> </ul>			

<b>Tier 1</b> <i>Basic vocabulary</i> To be used but require little or no explicit instruction.	<b>Tier 2</b> <i>Academic vocabulary</i> To be taught and assessed. Words that could be used across disciplines.	<b>Tier 3</b> <i>Context Specific</i> Specific vocab that will normally relate to one subject – to be taught and assessed
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History – KS1	Year 1		
Key Knowledge	Key Vocabulary		
Component of Learning: Changes in living memory – When I was your age	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Exploration and Invention</b>	different	change	
<b>National Curriculum</b> <input type="checkbox"/> Changes within living memory	same	electricity	
<b>Initial knowledge</b> <input type="checkbox"/> Children’s habits around playing have changed <input type="checkbox"/> Technology was very different in the past <input type="checkbox"/> Homes were different in the past	old	history	
<b>Sticky knowledge to be taught and assessed for end goal.</b> <input type="checkbox"/> Old toys were often hand-made from materials such as wood, metal, glass and fabric compared to new toys, which use electricity or batteries to make noise or light and are mostly made out of plastic. <input type="checkbox"/> Many jobs around the home had to be done by hand as many household appliances hadn’t been invented. <input type="checkbox"/> Roles and responsibilities within a household may have changed over time. (Link – PC sex) <input type="checkbox"/> Mobile phones, tablets, games consoles and PCs hadn’t been invented. <input type="checkbox"/> There would have been one phone and one TV in the house with only three channels to watch. <input type="checkbox"/> Within our grandparent’s lifetime, children went to school but their classrooms were very different – many of the things we use today had not been invented. <input type="checkbox"/> Teachers could be very strict and children were punished if they misbehaved.	new	inventions lifetime past present technology	
<b>Procedural Knowledge</b> <b>Chronology</b> <input type="checkbox"/> To learn how to explain changes over time. <input type="checkbox"/> Know how to order events chronologically within closer time boundaries. <b>Historical Enquiry</b> <input type="checkbox"/> To understand that we can learn about the past by studying artefacts. <b>Similarity, difference and significance</b> <input type="checkbox"/> To understand how to make comparisons – learn how to describe differences in ways of life - comparing photos/pictures of people or events in the past. <input type="checkbox"/> To understand how to describe key similarities and differences between the past and present.			

Component of Learning: Lives of Significant people - Elizabeth I/Queen Victoria/ Elizabeth II	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Hierarchy and Power</b>	king modern recent queen	century monarch parliament reign society Tudor Victorian	
<b>National Curriculum</b> 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.			
<b>Initial knowledge</b> <input type="checkbox"/> A monarch is a person who rules/has ruled a country.			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <input type="checkbox"/> Queen Elizabeth II was Britain’s longest reigning monarch. <input type="checkbox"/> Queen Victoria became Queen unexpectedly at the age of 18. <input type="checkbox"/> The power of the ruler was much greater during Queen Elizabeth I’s reign. <input type="checkbox"/> Society has changed a great deal since Queen Elizabeth I’s reign and Queen Elizabeth II’s. <input type="checkbox"/> Life was hard for the poor during Queen Victoria’s reign. <input type="checkbox"/> Goods were transported by horse and cart in Queen Elizabeth I’s reign but now we use lorries. <input type="checkbox"/> King Charles is our current monarch.			
<b>Procedural knowledge</b> <b>Chronology</b> <input type="checkbox"/> To understand how to use a timeline to order all three Queens in the UK history e.g. Tudor times, Victorian times etc <b>Historical Enquiry</b> <input type="checkbox"/> To understand how evidence can be used to compare aspects of life in different time periods.- use, paintings and photographs <b>Similarity, difference and significance</b> <input type="checkbox"/> To understand how to explain that there can be differences and similarities between royal families past and present. – same / different			

<b>Tier 1</b> <i>Basic vocabulary</i> To be used but require little or no explicit instruction.	<b>Tier 2</b> <i>Academic vocabulary</i> To be taught and assessed. Words that could be used across disciplines.	<b>Tier 3</b> <i>Context Specific</i> Specific vocab that will normally relate to one subject – to be taught and assessed
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History – KS1	Year 2		
Key Knowledge	Key Vocabulary		
Component of Learning: Chetwynd Barracks	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster / Hierarchy and Power</b>	factory remembrance world war	ammunition explosion memorial monument shell	
<b>National Curriculum</b> Local history study Significant historical events, people, places in their own locality			
<b>Initial knowledge</b> <input type="checkbox"/> Chetwynd Barracks is found in Chilwell, Nottingham. <input type="checkbox"/> A monument - a statue or column built to remember a significant individual or event.			
<b>Sticky knowledge to be taught and assessed for end goal.</b> <input type="checkbox"/> The site was used as a national shell filling factory before the First World War. <input type="checkbox"/> The empty shells were filled with explosives. <input type="checkbox"/> The ladies who worked in the factories filling the shells were nicknamed the ‘Canary Girls’ or the ‘Chilwell Canaries’. <input type="checkbox"/> They were given the nickname because the powder they used turned their skin yellow. <input type="checkbox"/> A devastating explosion on the 1 <sup>st</sup> July 1918, caused 134 people to lose their lives. <input type="checkbox"/> A monument can be found on the site. This is a memorial to the munition workers of Factory Number 6 who died in the accident of July 1918.			
<b>Chronology</b> <input type="checkbox"/> To know the dates of events in the past. <b>Similarity, difference and significance (Link PC – Sex)</b> <input type="checkbox"/> To understand how the role of women in the war changed as well as those of the men.			
<b>Procedural knowledge</b> <b>Causes and Consequence</b> <input type="checkbox"/> Understand that an event can have an impact on the local area (both in 1918 and now) <b>Historical Enquiry</b> <input type="checkbox"/> Understand that we can find out about the past from a variety of sources			

Component of Learning: Titanic	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster / Hierarchy and Power</b>	damage rescue sank ship	collision crew class disaster distress signal iceberg tragedy voyage	
<b>National Curriculum</b> Events beyond living memory that are significant nationally or globally			
<b>Initial knowledge</b> <input type="checkbox"/> A rescue means to help someone or something out of a dangerous situation. <input type="checkbox"/> The ship was powered by coal. <input type="checkbox"/> The Star Liner had branded the Titanic as ‘unsinkable’.			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <input type="checkbox"/> Captain Edward Smith was in charge of the ship and it’s 900 crew members. <input type="checkbox"/> Life on board the Titanic was very different for 1st class passengers compared to 3 <sup>rd</sup> class passengers. <input type="checkbox"/> The Titanic was on its maiden voyage from Southampton to New York, but it never reached its destination. <input type="checkbox"/> It sank on April 15 <sup>th</sup> 1912 after colliding with an iceberg. <input type="checkbox"/> The Carpathia was the ship which helped with the rescue.			
<b>Causes and Consequence</b> <input type="checkbox"/> Understand the possible causes of the Titanic’s sinking <input type="checkbox"/> Understand that there are reasons why people in the past acted as they did. <input type="checkbox"/> There were not enough lifeboats for all the passengers onboard. <b>Similarity, difference and significance</b> <input type="checkbox"/> Understand the experience of different classes of passengers and how class impacted on a passenger’s survival rate.			
<b>Procedural Knowledge</b> <b>Chronology</b> <input type="checkbox"/> Understand how to sequence events on a timeline <b>Historical Enquiry</b> <input type="checkbox"/> Understand how there can be more than two versions of the same event or story in history and learn how to identify differences.			

Component of Learning: Lives of Significant people – Matthew Henson/Neil Armstrong	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster / Exploration and Invention / Hierarchy and Power</b>	achievement	Arctic	
<b>National Curriculum</b> 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.	journey space	astronaut continent expedition explorer	
<b>Initial knowledge</b> <input type="checkbox"/> An explorer travels to a new place to find out more about it. <input type="checkbox"/> Significant people who have		Inuit North Pole polar significant technology	
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <input type="checkbox"/> Matthew Henson was one of the first Arctic explorers to reach the North Pole in 1909. <input type="checkbox"/> Matthew Henson could only tell people about his achievements after he had returned. <b>(Link to PCs – Race understand why Matthew Henson should be well known)</b> <input type="checkbox"/> Neil Armstrong became the first man to walk on the moon in 1969. <input type="checkbox"/> Neil had spent years training as an astronaut. <input type="checkbox"/> Lots of countries wanted to be the first to achieve putting a man on the moon. This became known as the ‘space race’. <input type="checkbox"/> Neil Armstrong is a more well-known explorer as his achievement was televised whereas Matthew Henson’s was not. <b>Causes and Consequence</b> <input type="checkbox"/> Understand how the changes in technology and transportation have improved the lives of explorers and what is achievable today.			
<b>Procedural knowledge</b> <b>Historical Enquiry</b> <input type="checkbox"/> Decide if the reports about Matthew Henson are accurate enough. <input type="checkbox"/> Understand how to investigate how training as a pilot may have helped Neil Armstrong in his training as an astronaut. <b>Similarity, difference and significance</b> <input type="checkbox"/> Compare the similarities and differences between explorers of land, sea and air <input type="checkbox"/> Look at the similarities and differences between the lives of Neil Armstrong and Matthew Henson <b>(race, coverage of the event PC Link)</b>			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> To be used but require little or no explicit instruction.	<b>Academic vocabulary</b> To be taught and assessed. Words that could be used across disciplines.	<b>Context Specific</b> Specific vocab that will normally relate to one subject – to be taught and assessed

History – KS2	Year 3		
Key Knowledge	Key Vocabulary		
Component of Learning: Stone Age to the Iron Age	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster/ Hierarchy and Power</b>	iron timeline	stone age bronze age iron age archaeologist prehistory BC AD chronological	neolithic palaeolithic Mesolithic
<b>National Curriculum</b> Changes in Britain from the Stone Age to the Iron Age			
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Stone Age period is said to have started around 3 million year ago when humans started to live in Europe.</li> <li><input type="checkbox"/> The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.</li> <li><input type="checkbox"/> The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> During the Palaeolithic Age (old Stone Age), people were nomadic, living in caves or simple shelters.</li> <li><input type="checkbox"/> They gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</li> <li><input type="checkbox"/> During the Mesolithic Age (the middle of the Stone Age), there was greater innovation with tools.</li> <li><input type="checkbox"/> During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.</li> </ul>			
<b>Chronology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that time can be divided into BC and AD</li> <li><input type="checkbox"/> To know the Stone Age is divided into three periods</li> </ul> <b>Causes and Consequence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> To know that there were no laws in the Stone Age and Iron Age Britain (Make ref. to British Values)</li> </ul>			
<b>Procedural Knowledge</b> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how information about the past is discovered and deduced through a range of sources and approaches.</li> </ul> <b>Similarity, difference and significance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how to describe the changes in daily life in Britain from the Stone Age to the Iron Age</li> </ul>			

Component of Learning: Romans	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster / Exploration and Invention / Hierarchy and Power</b>	arch	centurion	
<b>National Curriculum</b> The Roman Empire and its impact on Britain		conquest emperor empire invasion	
<b>Initial knowledge</b> <input type="checkbox"/> Julius Caesar was a significant Roman leader. <input type="checkbox"/> He extended the empire by invading other lands.		republic (BV – Democracy)	
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <input type="checkbox"/> Understand why the Roman’s invaded Britain <input type="checkbox"/> Understand why the Roman’s had a formidable army <input type="checkbox"/> Know some of the features of everyday life that the Romans brought with them. Food. Clothing. Military. Transport. Baths. Sewerage. <input type="checkbox"/> Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire. <b>(Link to PC – Sex – Female Leader)</b> <input type="checkbox"/> When the Romans came to Britain, they helped us by creating roads; introducing drainage and access to fresh water and introducing towns. <input type="checkbox"/> Identify the impact of Roman occupation and its lasting legacy on Britain. <b>Chronology</b> <input type="checkbox"/> Know the period in History when the Roman empire was prevalent and when they occupied Britian		resistance	
<b>Procedural Knowledge</b> <b>Chronology</b> <input type="checkbox"/> To understand how to sequence different periods in history using a timeline. <b>Historical Enquiry</b> <input type="checkbox"/> Understand how information about the past is discovered and deduced through a range of sources and approaches. Focus on three main sources. E.g. ruins, art and written records <b>Similarity, difference and significance</b> <input type="checkbox"/> Understand how to describe the differences between the lives of Rich and Poor using evidence from the past, such as: houses and settlements, culture and leisure activities, clothes, ways of life, buildings and their uses.			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> To be used but require little or no explicit instruction.	<b>Academic vocabulary</b> To be taught and assessed. Words that could be used across disciplines.	<b>Context Specific</b> Specific vocab that will normally relate to one subject – to be taught and assessed

History – KS2	Year 4		
Key Knowledge	Key Vocabulary		
Component of Learning: Ancient Civilisations	Tier 1	Tier 2	Tier 3
Ancient Egypt focus but link to Indus Valley, Ancient Sumer, Shang Dynasty			
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Exploration and Invention / Hierarchy and Power</b>	tomb	afterlife amulet Ankh canopic jar hieroglyphs irrigation papyrus pharaohs	cartouche
<b>National Curriculum</b> Ancient Civilisations – The achievements of the earliest civilisations		pyramid sarcophagus scarab scribe shaduf sphinx	
<b>Initial knowledge</b> <input type="checkbox"/> Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world. <input type="checkbox"/> Ancient Egypt was rich in culture including government, religion, arts, and writing.			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> <input type="checkbox"/> The civilization of Ancient Egypt was located along the Nile River in northeast Africa. <input type="checkbox"/> Understand the social structure of Ancient Egypt <input type="checkbox"/> Understand the use of hieroglyphics <input type="checkbox"/> Understand the Ancient Egyptian beliefs about the afterlife <input type="checkbox"/> The government and religion were tied together as the leader of the government, the Pharaoh, was also leader of the religion. <input type="checkbox"/> The most famous tomb was discovered by Howard Carter in 1922 in The Valley of the Kings; Tutankhamen’s tomb was filled with treasure and artefacts unlike found in any other Pharaoh’s tomb. <input type="checkbox"/> The last pharaoh of Egypt was Cleopatra VII; after her death in 30BC Egypt became a part of the Roman Empire			
<b>Chronology</b> <input type="checkbox"/> Other civilisations at the time included: the Neolithic Age in Europe (c4000 to c2,500 BCE)			
<b>Causes and Consequence</b> <input type="checkbox"/> The Nile was the source of much of the Ancient Egypt’s wealth and crucial to Egypt’s survival			
<b>Procedural Knowledge</b> <b>Historical Enquiry</b> <input type="checkbox"/> To use dates (BC and AD) and terms accurately in describing events <input type="checkbox"/> We know about the past because archaeologists preserved artefacts which tell us about how the Ancient Egyptians lived. <b>Similarity, difference and significance</b> <input type="checkbox"/> To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. <input type="checkbox"/> To understand how to describe similarities and differences between places at the same time e.g. Britain and Ancient Egypt			



Component of Learning: Anglo-Saxons and Scots	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster / Exploration and Invention / Hierarchy and Power</b>	invade raid	Angles conquer kingdom wattle-and- daub wergild	Alfred the Great Anglo-Saxon Jutes Saxons
<b>National Curriculum</b> Britain's settlement by Anglo-Saxons and Scots			
<b>Initial knowledge</b> <input type="checkbox"/> The Anglo-Saxons were made up of three tribes: the Angles; the Saxons; and the Jutes. <input type="checkbox"/> They fought for control of Britain with the Vikings <input type="checkbox"/> Anglo-Saxon settlements, place names and aspects of their life still remain.			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <input type="checkbox"/> They came to Britain across the North Sea from Angeln, Saxony and Jutland in the middle of the 5th Century (after the Roman withdrawal from Britain in c.410CE and the fall of the Western Roman Empire). <input type="checkbox"/> The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. <input type="checkbox"/> 'England' as a country did not come into existence for hundreds of years after the Anglo-Saxons arrived. Instead, seven major Anglo-Saxon kingdoms, each with their own kings, were carved out of the conquered areas: Northumbria, East Anglia, Essex, Sussex, Kent, Wessex and Mercia.			
<b>Chronology</b> <input type="checkbox"/> The Anglo-Saxon period ended when the Normans conquered Britain in 1066 (but they didn't leave).			
<b>Procedural Knowledge</b> <b>Similarity, difference and significance</b> <input type="checkbox"/> To understand how to describe connections and contrasts between aspects of history, people, events and artefacts e.g. with Ancient Egypt.			

Component of Learning: Vikings	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster / Exploration and Invention / Hierarchy and Power</b>	feast trade	berserkers chainmail chieftain farmer-warrior figurehead longhouse longships pagan Scandinavia	Asgard Danegeld Danelaw Odin Jorvik
<b>National Curriculum</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			
<b>Initial knowledge</b> <input type="checkbox"/> The Vikings originated in what is now Denmark, Norway and Sweden (although centuries before they became unified countries). <input type="checkbox"/> Vikings spoke Norse, which had an alphabet made up of runes. <input type="checkbox"/> The Vikings lived in Britain at the same time as the Anglo Saxons and Scots <input type="checkbox"/> The lands that the Vikings occupied in Britain were known as Danelaw.			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <input type="checkbox"/> The Vikings, or "Vikingr" in Old Norse, is the collective term used to describe the Scandinavian explorers, traders and warriors who raided, traded, explored and settled across large parts of Europe <input type="checkbox"/> Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. <input type="checkbox"/> Vikings believed in Gods and that a special place was reserved for warriors – Valhalla <input type="checkbox"/> Not all Vikings were warriors; most earned a living through agriculture, or along the coast, by fishing. Many came in peace and settled as farmers. They were great crafts people and sailed the seas to trade their goods for things like silver, silks, spices, glass and pottery. <input type="checkbox"/> The most important Viking British city was the capital of Northumbria, Jorvik (as it was known by the Vikings), which fell to the Viking Great Army in 866. <input type="checkbox"/> The Vikings wanted to conquer land and eventually took over most of Britain. The only place not taken over was Wessex, which was ruled by Alfred the Great			
<b>Chronology</b> <input type="checkbox"/> To know that the Vikings fought with the Anglo Saxons between 793AD to 1066AD for control over Britain.			
<b>Causes and Consequence</b> <input type="checkbox"/> Understand why the Vikings chose to invade and settle in Britain			
<b>Procedural Knowledge</b> <b>Historical Enquiry</b> <input type="checkbox"/> To understand that artefacts help us to see what life was like. Viking warriors fought using swords and axes and went off raiding in ships. <input type="checkbox"/> To understand how to investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <b>Similarity, difference and significance</b> <input type="checkbox"/> To understand how to avoid generalisations and show tentativeness. Some Vikings settled peacefully and farmed the land.			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

History – KS2	Year 5		
Key Knowledge	Key Vocabulary		
<b>Component of Learning: Ancient Greece</b> A study of Greek life and achievements and their influence on the Western World	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>National Curriculum</b> <b>Ancient Greece</b>		anarchy citizen democracy mythology Olympics philosophy	Athenians Spartans
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Exploration and Invention / Hierarchy and Power</b>			
<b>Initial knowledge</b> <input type="checkbox"/> Alexander the Great was a famous military commander and the King of Macedonia, who gained control of all of Greece. <input type="checkbox"/> Athens had a democratic government.			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> <input type="checkbox"/> Our democracy and judicial system was founded on the methods of government used by the Ancient Greece <input type="checkbox"/> The first recorded Olympic Games took place in Olympia in 776BC <input type="checkbox"/> The Ancient Greeks held many festivals in honour of their various gods. <input type="checkbox"/> Mathematicians and scientists, (such as Euclid, Aristotle, Pythagoras, Eratosthenes, Archimedes, Hippocrates) laid the foundations of those subjects we still use today. Archimedes theorem, The Hippocratic Oath, etc. <input type="checkbox"/> The Ancient Greek vocabulary/language gave us words we use today: alphabet, metropolis, anarchy,			
<b>Cause and Effect</b> <input type="checkbox"/> Know the impact that events have on the wider world. The Ancient Greeks left a legacy.			
<b>Procedural Knowledge</b> <b>Chronology</b> <input type="checkbox"/> Know how to use appropriate historical terms to sequence events and periods on a timeline (ancient, BCE, CE, AD, century, decade) <b>Similarity, difference and Significance</b> <input type="checkbox"/> To understand how to describe similarities and differences in everyday life for different groups of people e.g. men and women ( <b>Link PC – Sex</b> ), rich and poor, rulers and ordinary people.			

Component of Learning: Local History Study –The impact of the Industrial Revolution on Nottingham	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Exploration and Invention / Hierarchy and Power</b>	lace	conditions	
<b>National Curriculum</b> A local history study	textiles	decline	
<b>Initial knowledge</b> <input type="checkbox"/> The industrial Revolution began around 1760 <input type="checkbox"/> The Industrial Revolution was a time of great change in industry, technology and science. <input type="checkbox"/> Nottingham’s prosperity was founded on the textile industry. <input type="checkbox"/> The coal mining industry also played a significant role in Nottingham’s development <input type="checkbox"/> During this period in time, coal was essential for fuelling the factories and powering steam engines used in the manufacturing processes.	factory machines paperwork	employment industrialisation industry manufacturing mass production migration population prosperity revolution raw materials settlers	
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <input type="checkbox"/> Workers migrated to the city in search of employment opportunities in the factories. As a result, the city’s population rapidly increased, leading to the expansion of housing and infrastructure to accommodate the growing workforce. <input type="checkbox"/> Due to the poorly planned industrial growth, Nottingham had a reputation of having the worst slums in history. <input type="checkbox"/> Advancements in steam-powered technology, factories and mills, helped shape Nottingham’s growth during this era. <input type="checkbox"/> Nottingham’s transportation infrastructure: The construction of canals and railways enhanced connectivity, allowing for easier movement of goods and people. <input type="checkbox"/> During the 19 <sup>th</sup> century, the Lace Market was the heart of the lace industry. <b>Causes and Consequence</b> <input type="checkbox"/> Understand the cause and consequence significance of lace and textile production in Nottingham becoming significant because of the local invention of the ‘Stocking Frame’ and the presence of local raw materials such as coal, water and improving transport networks		society technology trade	
<b>Procedural Knowledge</b> <b>Chronology</b> <input type="checkbox"/> Know that events in history happen concurrently and know how to place correctly in chronological order. <b>Historical Enquiry</b> <input type="checkbox"/> Understand how to produce a reasoned argument (possible for a debate) regarding whether the industrial revolution was good for Nottingham. (incorporating brief reference to the legacy of the lace industry), evaluating opinions from different viewpoints <input type="checkbox"/> Understand how to glean information from the past (some of which might be conflicting) from different sources <b>Similarity, difference and significance</b> <input type="checkbox"/> Understand how to make comparisons about the differences in a day of their own lives and a day in the lives of a child who worked in a lace factory. Understand the significance and implication of this <a href="#">(Link – British Values Individual Liberty and the Rule of Law)</a>			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> To be used but require little or no explicit instruction.	<b>Academic vocabulary</b> To be taught and assessed. Words that could be used across disciplines.	<b>Context Specific</b> Specific vocab that will normally relate to one subject – to be taught and assessed

History – KS2	Year 6		
Key Knowledge	Key Vocabulary		
Component of Learning: Maya Civilisation	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Exploration and Invention</b>	classic drought temple	glyphs plaza postclassic preclassic social order	Haab Logosyllabic Pok-ta-Pok sacbe Tzolk'in
<b>National Curriculum</b> A non-European society that provides contrasts with British History <b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Maya Civilization can be split into four key periods: Preclassic, Classic, Postclassic and Spanish Conquest.</li> <li><input type="checkbox"/> There were many Maya cities and each had its own King or High Priest.</li> <li><input type="checkbox"/> It was believed that the King was a descendant of the gods.</li> <li><input type="checkbox"/> In the Maya creation story, it is believed that humans were created from maize.</li> </ul> <b>Sticky knowledge to be taught &amp; assessed for end goal.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> In AD 900, many of the major cities were abandoned.</li> <li><input type="checkbox"/> There is evidence to show that the Maya suffered from several periods of drought, causing them to relocate to the coast.</li> <li><input type="checkbox"/> Maya cities were comprised of temples, plazas, causeways (sacbe) and ball courts.</li> <li><input type="checkbox"/> The Maya were advanced mathematicians, being one of the only ancient civilizations to use a zero.</li> <li><input type="checkbox"/> The Maya number system is base 20 and is made up of a shell (0), a line (5) and a dot (1).</li> <li><input type="checkbox"/> The Maya used a written language that was comprised of glyphs; writing was logo syllabic, meaning signs could represent whole words and syllables of words.</li> <li><input type="checkbox"/> The calendar was important to the Maya. The calendar round was made up of two calendars: the Tzolk'in (260 days) and the Haab (365 days).</li> </ul> <b>Procedural Knowledge</b> <b>Chronology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to use appropriate historical terms to sequence events and periods on a timeline (ancient, BCE, CE, AD, century, decade)</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how knowledge is constructed from a range of primary and secondary sources and versions of the past may differ.</li> </ul> <b>Similarity, difference and Significance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to draw comparisons between different civilisations in the past e.g. Maya and Ancient Egypt.</li> </ul>			

Component of Learning: WWII	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme: Historical Enquiry / Chronology / Community and Culture / Conflict and disaster / Hierarchy and Power</b>	declared invasion	allies axis blitz	Luftwaffe Nazi party GRP wardens
<b>National Curriculum</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		civilians coding cyphers decipher D-day	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Second World War started on 3<sup>rd</sup> September 1939 and ended in 1945.</li> <li><input type="checkbox"/> It was the biggest war in History and first war to use more than 60 countries</li> <li><input type="checkbox"/> There were two different sides during the War, the Axis and Allies.</li> <li><input type="checkbox"/> In 1933, a man named Adolf Hitler became leader of the German government. Hitler was head of the Nazi party.</li> <li><input type="checkbox"/> On the 1<sup>st</sup> September 1939, Germany invaded Poland.</li> <li><input type="checkbox"/> Britain declared War on the 3<sup>rd</sup> September 1939.</li> </ul>		gas masks seaborne	
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> When Germany lost WW1 in 1918, Germans were living in poverty with many starving. They had debts to pay and Germany had to give up land and were not allowed an army of their own. This was a punishment for starting the war.</li> <li><input type="checkbox"/> From September 1940 until May 1941 Germany flew thousands of bomber planes (Luftwaffe) over Britain and dropped bombs on cities, factories and houses. It was known as the Blitz.</li> <li><input type="checkbox"/> D-Day was the largest seaborne invasion in History. It happened on June 6, 1944 in Normandy.</li> <li><input type="checkbox"/> Coding at Bletchley Park played a significant role in WW2. All people working at Bletchley had to sign the Official Secret Acts.</li> <li><input type="checkbox"/> By the end of WW2, 10,000 people, mainly women were working at Bletchley.</li> <li><input type="checkbox"/> At Bletchley, Alan Turing and a group of mathematicians created the BOMBE machine which could create cyphers enabling them to decode and crack cyphers at a faster rate. <a href="#">(Link to PC – Sexuality)</a></li> <li><input type="checkbox"/> The Allies had to send out 'false messages' from German prisoner of war spies so they didn't realise the Enigma machine had been cracked. The team at Bletchley played a significant role in the Battle of the Atlantic.</li> </ul> <b>Chronology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know that events in history happen concurrently</li> </ul>			
<b>Procedural Knowledge</b> <p><b>Causes and Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use evidence to support explanations on causes and effects.</li> <li><input type="checkbox"/> Evaluate the impact that events had on the wider world.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate a range of sources to find out about an aspect of the past.</li> </ul> <p><b>Similarity, difference and significance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how to draw comparisons and find similar aspects to different periods of time e.g. strong leadership, invasion etc but that there are also differences e.g. where an invasion was successfully repelled. Understand how to justify opinions using different periods of history.</li> </ul>			