

Knowledge and Skills Sequencing Document

History National Curriculum 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’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

History

Intent

To nurture children’s curiosity about the past and understand how the past has influenced the present.

Children will develop a love of history and an ability to think critically, ask questions and develop their own opinions and viewpoints when using sources of information. They will reflect, reason, debate and evaluate as they become young historians with an appreciation of world history. From Nursery to Year Six children will study local, national and global history and be able to place historical events and significant people on a timeline, developing chronological understanding and identifying themes and making connections about the way of life between different periods of time.

History Knowledge and Skills Progression						
Curriculum Drivers	Reading, Force for Positive Change					
Knowledge Thread	Across every year group, the following knowledge thread will be explored and children will be encouraged to compare and contrast and make links made between different time-periods. Knowledge Thread: Impact on Today					
Skills	Investigate and interpret the past, Build an overview of history, Develop and communicate ideas historically					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me		People Who Help Us			
	Significant events in their own life		Recall some important stories, characters and figures from the past			
Reception	My Family		Amazing People			
	Exploring differences and similarities in the past and now - change		Recall some important stories, characters and figures from the past			
Y1		Toy Story; to infinity and beyond	London's Burning			
	Sorting old and new	Toys old and new and the importance of the moon landing across the world	The great fire of London and links to fire safety now	Playing with timeline	History quiz	
Y2		Gunpowder, Treason and Plot	Kings and Queens			
	Recap Y1 learning and timeline	Guy Fawkes-the House of Lords. Links to religion and Monarchy.	Monarchy- Queen Victoria and her impact on society and the current impact of the Royal family	Ordering the timeline		History quiz

Y3		Stones and Bones				Groovy Greeks
	Recap KS1 learning and timeline	Changes in Britain from the Stone Age to the Iron Age and their impact today		Stone Age Quiz	Sources of Evidence	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Y4	Invaders and Settlers: Romans		Invaders and Settlers: Anglo Saxons & Vikings			
	Impact of the Roman invasion on Britons and how they influenced life today	Sources of Evidence	Life after the Romans and the invasions of the Scots Battle for the Kingdom of England to 1066	Ordering timeline from Ks1 to now	True or False Facts about Invaders and Settlers	
Y5		Early Civilisations			African Kingdom: Benin kingdom	African Kingdom: Ancient Egyptians
	Recap Y3 and Y4 learning and timeline	Overview of early civilisations	What time period had the biggest impact on today?		A non-European society that provides contracts with British history	In depth study of Egypt
Y6			World War 2	World War 2	Empire and Enfield	
	Recap all history learned and timeline work	Recent history WW1	Impact of war on community and society	Impact of war on community and society	Impact of history over time on our local area –social history	

History: Knowledge and Skill Progression

Reception			
Learning Journey		Key Knowledge	Key Vocabulary
Amazing People		- Through stories and role play understand the importance of some amazing people from the past and their personal qualities e.g. bravery - Emilia Earhart: First woman to fly around the world. - Florence Nightingale: She improved nursing. - Rosa Parks: Stood up for what was right.	Subject specific: <i>Long ago, then, older, younger, change, now, old, new, order, same, different, past, present</i> Learning Journey Specific: important, amazing, brave, famous, never give up, do the right thing
Period of history	Past and Present		
EYFS Framework Content	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; Link to YN People Who Help Us: what jobs do these amazing people do? Are any of them the jobs we learnt about in people who help us?		
Impact on Today		➤ Awareness of equality	
Force for Positive Change		➤	
Skills			
Investigate and interpret the past		<ul style="list-style-type: none"> To explain some similarities and differences, from pictures, stories and artifacts, about hospitals and the way people are treated now and in the past 	
Build and overview of history		<ul style="list-style-type: none"> 	
Develop and communicate ideas historically		<ul style="list-style-type: none"> Through their play and focused activates children talk about people from the past and why they are amazing. Talk about their own experiences linked to being brave and never giving up 	
Understand Chronology		<ul style="list-style-type: none"> Begin to organise photos and objects using basic chronology Begin to recognise that some things happened before they were born 	
The Enquiry Question: In the past have people always been kind?			

Year 2			
Learning Journey		Key Knowledge	Key Vocabulary
Gunpowder, Treason and Plot			
Period of History	The Stuart Period- Guy Fawkes	<ul style="list-style-type: none"> - King James I only allowed people in England to have one religion- Protestant. - If they followed the Catholic religion this would have been viewed as treason and people would have been executed. - Guy Fawkes thought this was unfair and he wanted to be allowed to follow the Catholic religion. - Guy Fawkes and his friends made a plot to blow up the King James I and the Houses of parliament. - On the 5th November 1605 Guy Fawkes was caught guarding 36 barrels of gunpowder in the cellar. - 1606 Guy Fawkes and his friends were tried and executed (hung, drawn and quartered). - 5th of November act issued by Parliament to celebrate annually the failure of the plot. - 	<p>Subject Specific: <i>Long ago, then, older, younger, change, now, old, new, order, same, different, past, present, timeline, recently, newer, similarities, differences, Global event, National event, impact, sources of information, decade, treason</i></p> <p>Learning Journey Specific: monarchy, parliament, government gunpowder, plot, bonfire night, fireworks night, Guy Fawkes, King James I, assassination, celebration, religion, Protestant, Catholic</p>
National Curriculum Content	Significant historical events, people and places in their own locality Link to Y1 London's Burning: way of life in London, also make links to being a significant person in history		
Impact on Today		<ul style="list-style-type: none"> ➤ We celebrate the failure of the Guy Fawkes plot today through Firework night on 5th November. ➤ In some parts of the world there are still ongoing issues about religion. ➤ Houses of Parliament still exists today. 	
Force for Positive Change		<ul style="list-style-type: none"> ➤ Community Fireworks night/fundraising. 	
Historical Skills			
Investigate and interpret the past		<ul style="list-style-type: none"> • Use pictures, stories and online sources to find out and talk about Guy Fawkes and the Plot. • To ask simple questions about how fairly people were treated in the past. 	
Build an overview of history		<ul style="list-style-type: none"> • Recall the key events surrounding the Guy Fawkes Plot. • Explain why we celebrate Fireworks night on the 5th November. 	
Develop and communicate ideas historically		<ul style="list-style-type: none"> • Use the 5th November 1605 when taking about Guy Fawkes. • Begin to understand the idea of monarchy and parliament. 	
Understand Chronology		<ul style="list-style-type: none"> • To understand that this event happened just before (61 years) the Great fire of London and place this on the class timeline. • Use terms concerned with the passing of time- a long time ago, 6 decades before 	
<p>The Enquiry Question: Why do we have bonfire night?</p>			

Year 4			
Learning Journey		Key Knowledge	
Invaders and Settlers: Anglo- Saxons & Vikings			
Period of History	410-1066 CE		
National Curriculum Content	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Link to Y4 Romans- progression from Romans to Anglo-Saxons. The Romans had invaded Britain and were now themselves invaded following their decline. Y3 Groovy Greeks- Athens and Sparta would frequently be in conflict just like different areas of Britain were in conflict with one another. Y2 Kings and Queens- the fight to be King of all of Britain during this time compared with the monarchy today.</p>	<ul style="list-style-type: none"> - This period known as the Anglo-Saxon Period starts from 410-1066CE - This period of time is also known as the Dark Ages because British civilisation regressed after the Romans left in 410 CE to go back to Rome as the Roman empire was being attacked by many different tribes. - The Celtic tribes were under attack from northern tribes (Picts and Scots) and from the Anglo-Saxons(Germany and Denmark) from the sea as Britain appeared weak. - Some Anglo Saxons came in peace and some were asked to help fight against the Picts and Scots. - There was lots of fighting between the tribal communities and Angle-land (England) was divided into different Kingdoms. - Strong leaders wanted to take over the whole of Britain to become the King. - Vikings came from Denmark, Norway and Sweden (main focus from 793-1066CE). - Vikings began raiding Britain for its riches (gold, art work and land) in 793CE. - The Vikings had overthrown many of the Kingdoms and were preparing to do the same to the Kingdom of Wessex. - Alfred the Great, King of Wessex defeats the Vikings in battle (Battle of Edington) but can't get them out of Britain. - Alfred the Great arranges a peace treaty with the Vikings and Britain is split into two – The Anglo-Saxons living mainly in the west and the Vikings in an area to the east, known as the Danelaw. - Athelstan, Alfred the Great's grandson, regains control of Viking Kingdoms and takes over to become the first King of all England. - In 1066 Edward the Confessor (King of England) dies which leads to a battle over the throne of England- Battle of Hastings. 	<p>Subject specific: See EYFS/KS1 Chronology, primary and secondary sources of information, time period, pre-historic, before common era (BCE), common era (CE), settlement, artefact, archaeologist, economic, community, society, civilisation, democracy, settlement, Empire, Century, impact, invade, reliability, legacy</p> <p>Learning Journey Specific: Anglo-Saxon period, Angles, Saxons, Jutes, Northumbria, Mercia, Wessex, Kent, Anglia Scots, Picts, Invasion, settle, Kingdoms, Christianity, Christian conversion, Lindisfarne, Canterbury, Vortigern, Vikings Denmark, Norway and Sweden, Long ship, fierce warriors, Lindisfarne, Danegeld.</p>
Impact on Today		<ul style="list-style-type: none"> ➤ It is widely believed that England originates from Angle-Land. ➤ Lots of places in England and the days of the week originate from Anglo-Saxon Language and gods. ➤ Similarly, many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in –'by' (farm/homestead), -'thorpe' (farms) were almost certainly Viking towns (Darby, Grimsby, Scunthorpe) 	
Force for Positive Change			

History Skills	
Investigate and interpret the past	<ul style="list-style-type: none"> • Use more than one source of evidence to understand why the Anglo Saxons came to Britain in order to gain a more accurate understanding of history. • Explain why accounts/sources of information may differ. • Suggest the causes and consequences of the Viking and Anglo-Saxon struggle for the kingdom of England.
Build an overview of history	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from the Romans leaving until the First King of England and evidence of its impact today.
Develop and communicate ideas historically	<ul style="list-style-type: none"> • Use topic specific and appropriate historical vocabulary when discussing and explaining the past including: dates, time period, era, change, chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
Understand Chronology	<ul style="list-style-type: none"> • Place key events, artefacts and historical figures on a timeline using dates: Anglo- Saxons, Viking invasion, First King of England • Using a timeline, identify changes in Britain across the Anglo- Saxons, Viking period.
The Enquiry Question: What was life like in Britain when the Romans left?	