



Intent

At Manor Park Academy, we believe that high-quality history lessons inspire children to want to know more about the past and to think, and act as historians.

Through linking learning to a range of topics, children have opportunities to investigate and interpret the past in a variety of different ways, as well as through a variety of exciting contexts. Children will learn and continuously build on historical skills such as understanding chronology, communicating historically and investigating and interpreting historical sources. They will build a good knowledge of key periods in British history, as well as exploring history in the wider world.

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

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- Learning about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as change and causation.
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning, including exploring the significance of bias;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.
- A knowledge and understanding local history.

Implementation

Teachers are provided with support to plan their curriculum through our school's CPD offer, inset days and staff meetings. History is taught through half termly themes based on the Cornerstones Curriculum Imaginative Learning Projects and Knowledge Based Learning Projects. Knowledge and skills are taught in detail during projects that are History based and refreshed in less detail during projects that have a Science or Geography focus.

To facilitate this learning process, teachers plan the following:

- A sequence of learning which builds on prior knowledge, skills and understanding;
- Opportunities to explore, understand and use technical vocabulary related to History;
- A well thought out sequence of lessons for each subject that results in progression and depth;
- Trips and visiting experts who will enhance the learning experience;
- A means to display and celebrate the pupils' work in their class and finally a way to share their learning with parents and the local community.

Impact

Our History Curriculum is high quality, well thought out and is planned to ensure progression. If children are keeping up with the curriculum, they are deemed to be making good progress in line with age related expectations. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning - which includes discussion of their thoughts, ideas, processing and evaluations of work;
- Termly assessment against the progression document to assess if the child is working at age related expectations for History.

National Curriculum

	ELGS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Pupils should be taught:</i></p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> • <i>events beyond living memory that are significant nationally or globally</i> • <i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> • <i>significant historical events, people and places in their own locality.</i> 		<ul style="list-style-type: none"> • <i>changes in Britain from the Stone Age to the Iron Age</i> • <i>the Roman Empire and its impact on Britain</i> • <i>Britain's settlement by Anglo-Saxons and Scots</i> • <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> • <i>a local history study</i> • <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> • <i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i> • <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i> <ul style="list-style-type: none"> ○ <i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i> 			



Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Begin to make sense of their own life story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast character from stories including figures from the past</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Sequences 3 events or related objects in order</p> <p>Recognise the difference between past and present.</p> <p>Remembers parts of stories and memories about the past</p> <p>Uses words and phrases: old, new, young, days, months, before, after</p>	<p>Recounts changes in own life over time</p> <p>Puts a set of people, events or objects in order using a given scale and give reason for choices</p> <p>Uses past and present when telling others about an event.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p>	<p>Uses timelines to place events in order.</p> <p>Uses dates related to the passing of time</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Places events from period studied on a timeline</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Places current study on timeline in relation to other studies</p> <p>Identifies changes within and across historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and</p>

							cultural.
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of past events, people and changes in the past	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Tells the difference between past and present in own and other people's lives</p> <p>Makes simple historical comparisons (eg spot the difference between pictures)</p> <p>Uses information to describe the past.</p> <p>Explores significant historical figures/events and why they are important</p>	<p>Uses information to describe differences between then and now.</p> <p>Independently identify similarities and differences between people, places, events or ways of life (when the subjects are provided for them).</p> <p>Recounts main events/achievements from a significant period/person in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to describe past: (e.g Houses and settlements</p> <p>Culture and leisure activities</p> <p>Clothes, way of life and actions of people</p> <p>Buildings and their uses</p> <p>People's beliefs and attitudes</p> <p>Things of importance to people</p> <p>Differences between lives of rich and poor)</p> <p>Uses evidence to find out how any of these may have changed during a time</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Starts to suggest reasons for connections over time and across places and cultures.</p> <p>Identify changes and links within and across the time periods studied.</p> <p>Comment on impact and legacy.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and</p>

	Talk about members of their immediate family and community.			<p>period.</p> <p>Studies change through the lives of significant individuals</p> <p>Describes similarities and differences between people, events and objects then and now</p> <p>Starts to comment on historical changes, including suggestions about cause and effect.</p>	<p>Describes how some of the past events/people affect life today.</p> <p>Note connections, contrasts and trends across time but also between places and cultures.</p> <p>Comments on continuity and change, cause and effect.</p> <p>Identifies themes within and between topics.</p>		<p>objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p> <p>Compares and contrasts places, people and cultures, analysing their and others' comparison, extrapolating from them justifying their ideas with evidence</p>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation and enquiry	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the</p>	Begins to identify and recount some details from the past from sources (eg. pictures, historical narratives)	To explore and understand the different ways you can learn about the past eye-witness accounts, books photos, artefacts, buildings and visits, internet).	<p>Explore two accounts of the same event and identify differences.</p> <p>Makes decision about which sources would be best to find</p>	<p>Explore a variety of contrasting versions of the same event and identifies differences in the accounts.</p> <p>Use evidence to build up a picture</p>	<p>Begin to understand why there a different account of a particular event</p> <p>Gives clear reasons why there may be different accounts of history.</p>	<p>Understands that the past has been represented in different ways and the specific reasons for this.</p> <p>Recognises and explains the differences between primary and secondary sources and evaluates the</p>

	<p>past.</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community.</p>	<p>Asks questions about different sources and objects</p> <p>Finds answers to simple questions about the past using sources of information (eg. pictures, narratives)</p>	<p>Understands why some people in the past did things.</p> <p>Uses a source – why, what, who, how, where as well as to ask questions and find answers</p> <p>Looks carefully at pictures or objects to find information about the past.</p>	<p>specific information about a past event</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p>	<p>of a past event choose relevant material to present a picture of one aspect of life in time past.</p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests which</p>	<p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p> <p>Begins to identify the difference between primary and secondary sources and use evidence to build up a picture of life in time studied</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical</p>	<p>usefulness and accuracy</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
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Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and communication	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Begin to make sense of their own life story and family's history.</p>	<p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p> <p>Recognise that events happen on specific dates</p>	<p>Describes objects, people and events.</p> <p>Writes simple narratives and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p> <p>Recognise that historical events happen on specific dates</p> <p>Writes own date of birth.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Discusses different ways of presenting information for different purposes.</p> <p>Uses dates and terms with increasing accuracy.</p>	<p>sources of evidence to use to help answer questions.</p> <p>Presents findings about past in a variety of ways including: speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses dates and terms correctly.</p>	<p>questions.</p> <p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Independently chooses most appropriate way to present information to an audience</p> <p>Uses dates and terms accurately.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	<p>Who am I?</p> <p>I know I am an individual.</p> <p>I know that I was once a baby.</p> <p>I know some things I did as a baby.</p> <p>I know what jobs my immediate family/carers and relations.</p>	<p>What changes can we see?</p> <p>I know if a photograph is of me as a baby.</p> <p>I know which clothes were worn by me as baby.</p>	<p>How does that building stay up?</p> <p>I know that some buildings are old and some new.</p> <p>I know simple facts about my immediate environment and how it may have looked before.</p>	<p>Is it shiny?</p> <p>I know about some new and old things at home and school.</p> <p>I know if an item is old or new.</p> <p>I know how to tell you why an item might look old.</p>	<p>How many colours are in a rainbow?</p> <p>Covered in other adventures.</p>	<p>How many pebbles are on the beach?</p> <p>Covered in other adventures.</p>

<p>R</p>	<p>Who are we?</p> <p>I know about some of the toys I owned when I was a baby.</p> <p>I know some facts about people in my family that lived a long time ago.</p> <p>I know of some changes in my house from when I was a baby.</p> <p>I know about my immediate family/household members and can make a simple family tree.</p> <p>I know some facts about myself and my family or people in my household</p> <p>I know how to create pictures of stories about myself my family and the people.</p>	<p>Who are the people that help us?</p> <p>I know of people that helped me when I was a baby.</p> <p>I know there are some things I can do now that I couldn't do as a baby.</p> <p>I know of people with special jobs and can look at how they looked different in the past.</p>	<p>How can we care for our world?</p> <p>I know that some items have been here from a long time ago.</p> <p>I know how to tell you how I know something is old.</p>	<p>Where do we live?</p> <p>I know about some items found in homes from a long time ago and match them to items found in the home now.</p> <p>I know about simple differences between houses now and houses from a long time ago.</p> <p>I know how some places have changed from a long time ago.</p>	<p>How do we move around?</p> <p>I know of some differences in how transport looks different now from in the past.</p> <p>I know about how some people travelled a long time ago compared to how they can travel now.</p>	<p>Why do we love water?</p> <p>I know how some people got water in their homes a long time ago.</p> <p>I know how water was used in homes a long time ago.</p> <p>I know how we use water in our daily lives.</p>
<p>Y1</p>	<p>Superheroes</p>	<p>London's burning!</p>	<p>Twinkle, twinkle little</p>	<p>Dinosaurs: Dangerous or</p>	<p>What's in the woods?</p>	<p>Fur, Feathers, Scales and</p>

	<p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Florence Nightingale is.</p> <p>I know how Florence Nightingale improved hospitals.</p> <p>I know why Florence Nightingale improved hospitals.</p> <p>I know who Mary Seacole is.</p> <p>I know how Mary Seacole helped others.</p> <p>I know why Mary Seacole helped others.</p> <p>Chronological Understanding</p> <p>I know the sequence of significant events in Florence Nightingale’s life.</p> <p>Historical interpretation & Historical enquiry</p>	<p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know how the Great Fire of London started.</p> <p>I know why the Great Fire of London spread quickly.</p> <p>I know who key individuals from the Great Fire of London were.</p> <p>Chronological Understanding</p> <p>I know the sequence of key events from the Great Fire of London.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know the reasons why the Great Fire of London was more difficult to stop than it would be now.</p>	<p>star</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Neil Armstrong is.</p> <p>I know why Neil Armstrong is important.</p> <p>I know who Tim Peake is.</p> <p>I know when the Moon landing happened.</p> <p>I know why the moon landing was a key event in history.</p> <p>Chronological Understanding</p> <p>I know the sequence of events in space exploration.</p> <p>I know the sequence of key events from the moon landing.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how life as an</p>	<p>Delicate?</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Mary Anning is.</p> <p>I know why Mary Anning was important.</p> <p>I know how the dinosaurs became extinct.</p> <p>I know that dinosaurs lived on Earth before humans.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know that we can find out about dinosaurs from fossils.</p> <p>Chronological Understanding</p> <p>I know the sequence of significant events in Mary Anning’s life.</p>	<p>Covered in other adventures.</p>	<p>Skin</p> <p>Covered in other adventures.</p>
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	I know how hospitals have changed over time.		astronaut has changed over time.			
Y2	<p>Once Upon a Castle</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know why coats of arms were used in the past.</p> <p>I know the different jobs that existed in a castle.</p> <p>I know how castles were defended.</p> <p>I know why people had battles.</p> <p>Chronological Understanding</p> <p>I know the key events in a knight's life.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how a paige's life was different to</p>	<p>Victorians: Victorious or Vile?</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Queen Victoria was.</p> <p>I know how people lived in Victorian times.</p> <p>I know key inventions from the Victorian period.</p> <p>Chronological Understanding</p> <p>I know the Victorians lived before my grandparents were born.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know the impact of the monarchy throughout British</p>	<p>Land Ahoy</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Captain Blackbeard was.</p> <p>I know who Christopher Columbus was.</p> <p>I know why Christopher Columbus is famous.</p> <p>I know why Captain Blackbeard was notorious.</p> <p>I know why Christopher Columbus decided to take a new route.</p> <p>I know what life was like on a ship.</p> <p>Chronological Understanding</p> <p>I know where to place Christopher Columbus and Captain Blackbeard</p>	<p>Awesome Aston</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know how Aston has changed over time</p> <p>I know the names of some of the key people that founded Aston.</p> <p>I know some key historical figures that were born in Birmingham.</p> <p>I know what some of the older buildings in Aston were used for in the past.</p> <p>Chronological Understanding</p> <p>I know when our school was built, and that it was before my grandparents were born.</p> <p>Historical interpretation & Historical enquiry</p>	<p>Bloomin' Marvellous</p> <p>Covered in other adventures.</p>	<p>Wriggle, Crawl, Fly!</p> <p>Covered in other adventures.</p>

	<p>my life in the 21st century.</p>	<p>history.</p> <p>I know the difference between school in Victorian times compared to the 21st century.</p> <p>I know how to determine whether an object is Victorian or modern.</p> <p>I know Queen Victoria was responsible for good and bad things.</p>	<p>on a timeline.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know why Edward Teach changed his name.</p> <p>I know why people explore.</p> <p>I know the similarities and differences between the explorations of Christopher Columbus and Neil Armstrong.</p> <p>I know that Christopher Columbus was responsible for good and bad things.</p>	<p>I know the similarities and differences between Aston in the past and the 21st century</p> <p>I know how choices made by people in Aston in the past affect us today and how our action will affect future generations.</p>		
Y3	<p>Rock and Roll</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know how the Stone age, bronze age and Iron got their names.</p> <p>I know how people lived in the Stone age, bronze age and Iron age.</p>	<p>Crunch! Crack! Clang!</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know that a range of materials have been discovered and used throughout time.</p> <p>Chronological Understanding</p>	<p>Greeks: Groovy or Gruesome?</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know how people lived in Ancient Greece.</p> <p>I know some of the achievements of the Ancient Greeks.</p>	<p>Tudors: Tame or Terrifying?</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who King Henry VIII was.</p> <p>I know who Anne Boleyn was.</p> <p>I know who the other</p>	<p>Remarkable Rainforest</p> <p>Covered in other adventures.</p>	<p>Zootopia</p> <p>Covered in other adventures.</p>

	<p>I know how people farmed in the stone age.</p> <p>I know what life was like in a roundhouse.</p> <p>I know the importance of the historical sites Skara Brae and Stonehenge</p> <p>Chronological Understanding</p> <p>I know where to place events from the Stone age, bronze age and Iron age on a timeline.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know the similarities and differences between the lives of people from the Stone age, bronze age and Iron age and the 21st century.</p> <p>I know how the rise of wealth and trade created tension.</p>	<p>I know where to place the discover and use of new materials on a timeline.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know that the materials we use today differ from materials used in the past.</p>	<p>I know who the Olympians were.</p> <p>I know some of the ways that the Ancient Greeks influenced the 21st Century. (Democracy, alphabet, theatre, maths, philosophy)</p> <p>I know who the Spartans and Athenians were.</p> <p>Chronological Understanding</p> <p>I know where to place events from the time of the Ancient Greeks on a timeline.</p> <p>I know where to place Ancient Greece on a timeline in relation to other major periods of history.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know the name of some greek artefacts and what they were used for.</p> <p>I know the similarities</p>	<p>members of the monarchy were during the Tudor period.</p> <p>I know what court life was like during the Tudor period.</p> <p>I know how the Tudors lived.</p> <p>Chronological Understanding</p> <p>I know the sequence of key events of the Tudor period from the Battle of Bosworth to the death of Elizabeth 1.</p> <p>I know where to place the Tudors on a timeline in relation to other major periods of British and world history.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how the life of the poor differed from the life of the rich.</p> <p>I know key information about Hampton Court Palace and what it can tell us about the past.</p>		
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	<p>I know the importance of archaeological research</p> <p>I know how farming has changed over time.</p>		<p>and differences between theatre in Ancient Greece and the 21ST century</p> <p>I know which aspects of modern life are similar to those of the Ancient Greeks.</p>	<p>I know the impact of the monarchy throughout British history.</p> <p>I know the similarities and differences between crime and punishment in the Tudor period and the 21st Century.</p>		
Y4	<p>Smashing Saxons, Vicious Vikings</p> <p>Chronological Understanding</p> <p>I know where to place significant events between AD 410 and 1066 on a timeline</p> <p>I know in which order to sequence significant individuals (Kings after King Alfred's death)</p> <p>Historical interpretation & Historical enquiry</p> <p>I know why St Bede is an important historical figure.</p> <p>I know about their beliefs about death and the afterlife.</p>	<p>Inside your insides</p> <p>Covered in other adventures.</p>	<p>Dive into the deep</p> <p>Covered in other adventures</p>	<p>Islamic Intrigue</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Muhammad was.</p> <p>I know who other key people were in the Islamic Civilisation and their contributions in science, math, art etc.</p> <p>I know why the Islamic Civilisation around 900AD is known as the Golden Age.</p> <p>I know why Baghdad was the world centre of culture and learning until 1258.</p> <p>I know what everyday life was like in Baghdad.</p>	<p>Natural Rhythm</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know what musical instruments were played traditionally around Africa.</p> <p>I know the significance music had and continues to have in African culture.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how musical instruments and the materials they are made from have changed over time.</p>	<p>Route 66</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who the Iroquois tribe are.</p> <p>I know what life was like as part of the Iroquois tribe around the 17th century when contact was made with the western world.</p> <p>I know some of the key people that led the Civil rights movement in the mid 1950's and the contributions they made (Rosa Parks, Martin Luther. Malcom x Etc.)</p> <p>I know why there was a Civil Rights movement.</p>

	<p>I know the similarities and differences between warfare of the Saxons and Vikings.</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who the Anglo-Saxons were.</p> <p>I know how the Anglo-Saxons lived.</p> <p>I know who the Vikings were.</p> <p>I know how the Vikings lived.</p> <p>I know about the struggle between the Vikings and Anglo-Saxon For the Kingdom of England – up until 1066.</p> <p>I know about the key people that influenced this period.</p>			<p>I know the importance of the silk road to trade in those times.</p> <p>I know what caused the fall of Baghdad.</p> <p>Chronological Understanding</p> <p>I know where to place key events from Islamic history on a timeline.</p> <p>I know where to place the Islamic civilisation on a timeline in relation to other major periods of British and world history.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know the what was happening in Britain and the rest of Europe parallel to the rise of the Islamic Empire.</p> <p>I know about their beliefs and customs and how they are similar and different to people that live in our community in the 21st century.</p>		<p>I know how key people changed the way society worked.</p> <p>I know there was a civil rights movement in the UK.</p> <p>I know who the key people were that led the Civil rights movement in the UK.</p> <p>Chronological Understanding</p> <p>I know the sequence of some significant events and dates in Iroquois history.</p> <p>I know where to place the Iroquois tribe on a timeline in relation to other major periods of world history.</p> <p>I know the key events of the ??? movement</p> <p>Historical interpretation & Historical enquiry</p> <p>I know the impact that settlers had on the Iroquois tribe.</p> <p>I know the impact the Civil Rights movement had on the way society is now in Britain.</p> <p>I know the similarities' and</p>
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						differences between racial equality in the past and the 21 st century.
Y5	<p>Egyptians: Eccentric or Eerie?</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know how people lived in Egyptian times</p> <p>I know about the Egyptians religious beliefs and how this influenced the way they lived.</p> <p>I know how the Egyptians mummified their dead and why.</p> <p>I know what significance of the pyramids</p> <p>I know who Howard Carter was and the importance of his discovery.</p> <p>I know who Tutankhamun was.</p>	<p>To infinity and beyond</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Galileo Galilei and Isaac Newton were.</p> <p>I know who was involved in the space race.</p> <p>Chronological Understanding</p> <p>I know where to place key events from the space race on a timeline.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know the significance of the space race.</p> <p>I know what further space exploration and</p>	<p>Romans: Rampaging or Resplendent?</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who gladiators were and what role they had in society.</p> <p>I know who Boudicca was.</p> <p>I know what Boudicca changed.</p> <p>I know who the key leaders were that influenced Roman Britain.</p> <p>Chronological Understanding</p> <p>I know the sequence of significant events of the Roman Empire on a timeline.</p> <p>I know where to place the Roman Empire on a</p>	<p>King Coal</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know why coal mines and the Industrial Revolution were important to the Black Country and Birmingham.</p> <p>I know what life was like for a child worker.</p> <p>Chronological Understanding</p> <p>I know where to place the Industrial Revolution on a timeline in relation to other major periods of British and world history.</p> <p>I know the sequence of key events of the Industrial Revolution.</p> <p>Historical interpretation & Historical enquiry</p>	<p>Metamorphosis</p> <p>Covered in other adventures</p>	<p>Feel the Force!</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how rollercoasters have changed since the Victorian era.</p>

	<p>I know who some of the famous pharaohs and their roles.</p> <p>Chronological Understanding.</p> <p>I know the sequence of significant events of the Egyptian civilisation on a timeline.</p> <p>I know where to place the Egyptian civilisation on a timeline in relation to other major periods of history.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know what hieroglyphs are and how they have helped us understand more about the Egyptian civilisation.</p> <p>I know what Egyptians believed happened to a pharaoh after they died.</p> <p>I know how we can learn about the</p>	<p>discoveries have been made since the moon landing.</p>	<p>timeline in relation to other major periods of history.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know what life was like for a gladiator.</p> <p>I know the impact the Roman Empire had in Britain (the 'Romanisation' of Britain).</p> <p>I know what a typical day was like for a Roman.</p> <p>I know how the warfare strategies influenced the outcome of the Battle of Watling Street</p> <p>I know the similarities and differences between the Romans and other periods studied so far (stone age, Iron age).</p>	<p>I know how opposition to child labour in the 19th century brought about social change.</p> <p>I know how British children's life has change overtime.</p> <p>I know the impact of the industrial revolution. (good and bad)</p> <p>I know that the changes brought about by the Industrial Revolution are still evidenced today.</p>		
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	<p>Egyptians from their artefacts.</p> <p>I know the similarities and differences between the lives of farmers and noblemen.</p> <p>I know the importance of ancient Egyptians contribution to world history.</p>					
<p>Y6</p>	<p>Making an impression</p> <p>Knowledge and understanding of past events, people and changes in the past I know the names of some world-famous artists from history.</p> <p>Chronological Understanding</p> <p>I know the chronology of the of the different art movements.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how art movements were influenced by the social and political</p>	<p>WW2: What, where, who?</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know the causes of WW2</p> <p>I know who led the Axis and the Allied Nations (Adolf Hitler, Winston Churchill, etc.).</p> <p>I know what life was like on the home front during the war.</p> <p>I know how women’s contributions to the war effort made victory possible</p>	<p>Origins</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Charles Darwin was and why he is important.</p> <p>I know who Mary Anning was and why the area that she worked in was so rich in fossils.</p> <p>Chronological Understanding</p> <p>I know the sequence of key events and discoveries in Darwin’s life.</p> <p>I know where Darwin’s discoveries fit in with</p>	<p>Brilliant Blood</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who Karl Landsteiner was and what contributions he made to science.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how medicine has improved over time.</p>	<p>Culture and Community</p> <p>I know the main events that define Britain’s journey from a mono to a multi-cultural society.</p> <p>I know who the Windrush generation are</p> <p>I know what the commonwealth is and how it came to be</p> <p>I know why people from around the world migrate to the UK.</p> <p>I know how the legacy of Empire encourages migration to the UK.</p>	<p>Sun, Sombreros and Skulls</p> <p>Knowledge and understanding of past events, people and changes in the past</p> <p>I know who the Mayans were.</p> <p>I know what life was like including sports, food, religion etc.</p> <p>I know the Mayans areas of expertise (farming, pottery, writing and math</p> <p>Chronological Understanding</p> <p>I know the chronology of key events of the Mayan civilisation timeline.</p>

	<p>status of the time.</p>	<p>I know that people of various heritages fought for Britain in the war</p> <p>I know who Anne Frank was.</p> <p>I know which countries were involved in WW2.</p> <p>I know about the impact of the key events of WW2 (pearl harbour, d day. Etc.)</p> <p>Chronological Understanding</p> <p>I know the sequence of the key events of WW2.</p> <p>I know where WW2 fits on a timeline in relation to other major periods of British and world history.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how primary sources, like Anne Frank's diary, help further understanding of the holocaust</p>	<p>other scientific discoveries on a timeline.</p> <p>Historical interpretation & Historical enquiry</p> <p>I know how Darwin's discoveries impacted society.</p>			<p>Historical interpretation & Historical enquiry</p> <p>I know why the Mayan Civilisation became one of the most significant civilisations in the ancient world</p>
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I know what happened during WW2 from other perspectives as well as Britain's.

I know how all nations used propaganda during the war

I know how propaganda influences our view of history

I know how to recognise bias in historical sources



History Vocabulary Progression

*Some vocabulary reoccurs in more than one year-group and all vocabulary is revisited to ensure secure vocabulary acquisition.

EYFS

Who are we?

Baby, toddler, a long time ago, grow, changes, older, independently, help,

Who helps us?

Help, jobs, work, adults, babies, doctors, dentist, nurse, firefighters, community

How do we care for our world?

Nature, environment, clean, recycle, care, animals,
Where do we live?
Home, house, change, map, different, same, old, new, building, different,
How do we travel?
Travel, transport, name of vehicles,
Why do we love water?
Beach, tap, transport,

Y1

Superheroes

before, a long time ago, in the past, past, present, future, change, Florence Nightingale, Mary Seacole, nurses, hospital, Turkey, Crimea, Crimean War, germs, soldier, monarch

London's Burning!

before, a long time ago, in the past, past, present, future, change, Great Fire of London, rats, disease, plague, fire, cause, city, burning, commemorate, impact, London, 1066.

Twinkle, twinkle little star

before, a long time ago, in the past, past, present, future, change, astronaut, Neil Armstrong, International Space Station, life, Tim Peake, moon landing, exploration, scientist

Dinosaurs: Dangerous or Delicate?

Apatosaurus, Compsognathus, dinosaur, Diplodocus, discovery, Earth, egg, extinction, fossil, Ichthyosaurus, Mary Anning, palaeontologist, Parasaurolophus, Plesiosaurus, remains, Stegoasurus, trace, Tricerotops, Tyrannosaurus Rex, Velociraptor, before, a long time ago, in the past, past, present, future, change

Y2

Once upon a castle

before, a long time ago, in the past, past, present, future, change, cause, impact, bailey, bridge, castle, concrete, control, defend, dock, enemy, family, footbridge, gatehouse, , hill, invade, jester, king, queen, knight, lady-in-waiting, lord, moat, motte, passage, protect, trebuchet, tower, United Kingdom

Victorians: Victorious or Vile?

before, a long time ago, in the past, past, present, future, change, cause, impact, Queen Victoria, British, monarchy, schools, punishment, reign, royal, empire, Victorian, chimney sweep, factory, primary source, secondary source, workhouse

Land Ahoy!

before, a long time ago, in the past, past, present, future, change, explore, exploration, pirate, ship, mast, crow's nest, sail, anchor, deck, jolly roger, explorer, Christopher Columbus, route, King and Queen of Spain, mission ,map, spices, India, China, exploitation, colonization, natives, Captain Blackbeard, treasure, booty, pirate code, first mate

Awesome Aston

before, a long time ago, in the past, past, present, future, change, local, history, Aston Hall, Aston Church,

Y3

Rock and Roll

In the past, past, present, future, change, causation, consequence, impact, source, period, era, archaeologist, archaeology, artefact, Britain, bronze, iron, stone, Stone Age, Bronze Age, Iron Age, burial ground, burial mound, cave art, ceremony, Celts, chariot, cremate, dagger, defence, enemy, farm, farming, fishing, flint, fortified, gathering, fur, gold, harpoon, hill fort, historian, hunting, hut, ice, invasion, jewellery, Lindow Man, long barrow, memorial, Neolithic, Mesolithic, Paleolithic, microlith, monument, nomadic, prehistory, preserved, record, Roman invasion, roundhouse, ruins, sabre-toothed cat, settlement, settlers, site, spear, standing stones, Stonehenge, summer solstice, sword, temple, thatch, tool, town, treasure, tribe, urn, village, warrior, weapon, winter solstice, hunter-gatherers, cavemen, cavewoman, woolly mammoth

Greeks: Groovy or Gruesome?

In the past, past, present, future, change, causation, consequence, impact, source, period, era, Ancient Greece, ancient, army, Battle of Marathon, city-state, conquer, culture, custom, democracy, dedicate, engineer, farmer, feasting, foot soldier, formation, geometric design, god, goddess, harvest, hoplite, inventor, labyrinth, law, mathematician, minotaur, mortal, Mount Olympus, music, myth, Olympic Games, Peloponnesian War, phalanx, philosopher, philosophy, playwright, poet, pottery, public baths, religion, representative, Roman Empire, ruler, scientist, sculptor, shield, shot put, spear, statue, temple, theatre, trader, Trojan Horse, Trojan War, underworld, vote, weaving, wreath, column, architecture, artefacts,

Tudors: Tame or Terrifying?

Past, present, future, change, causation, consequence, impact, source, primary source, secondary source, evidence, interpretation, period, era, artefact, abbey, advisor, Anne Boleyn, Anne of Cleves, annulment, Battle of Bosworth, beheaded, Catherine Howard, Catherine of Aragon, Catherine Parr, Christianity, Church of England, convent, convicted, court, courtier, divorce, Edward VI, English Reformation, executed, Great Matter, Hampton Court Palace, Hans Holbein, imprisoned, Jane Seymour, King Henry VIII, lady-in-waiting, marriage, monastery, nobility, parliament, Pope, portrait, Protestantism, Queen Elizabeth I, Queen Mary I, Reformation, reign, Roman Catholicism, Royal Navy, sentence, Thomas Cromwell, throne, tournament, Tower of London, treason, Tudor, Wars of the Roses, widow

Y4

Smashing Saxons, Vicious Vikings

Past, present, future, change, causation, consequence, impact, source, evidence, period, era, artefact, civilisation, Alfred the Great, Angle, Anglo-Saxon, army, Bede, border, Britain, carving, Christianity, clay, coast, conquer, convert, craftspeople, defend, East Anglia, Essex, furniture, Germanic, gods, hut, heptarch, invade, jute, Kent, king, King Arthur, kingdom, Knights of the Round Table, leader, longhouse, Mercia, metal, metalwork, monastery, monk, navy, Norman, Northumbria, Offa's Dyke, Old English, pagan, pottery, Powys, precious stone, priest, raid, Roman, rule, Saxon, Scotland, Scottish Picts, settle, ships, Shore fort, spinning, Sussex, thatched roof, tool, trade, tribe, unite, Viking, village, Wales, weapon, weaving, Wessex, wood,

Islamic Intrigue

Past, present, future, change, causation, consequence, impact, source, evidence, period, era, artefact, civilisation

Natural Rhythm

Past, present, future, change, causation, consequence, impact, source, evidence, period, era, artefact, civilisation, materials, rituals, Africa, African tribe, tradition, customs, tribes,

Route 66

Past, present, future, change, causation, consequence, impact, source, evidence, period, era, artefact, colony, culture, disease, Europeans, explorer, indigenous, Iroquois, tradition, tribe, war, United States of America, racial equality, civil rights movement, segregation, Martin Luther King, Rosa Parks, protests, Malcolm X

Y5

Pharaohs

Past, present, future, change, causation, consequence, impact, source, primary source, secondary source, evidence, interpretation, period, era, artefact, Arica, afterlife, ancient Egypt, Anubis, archaeologist, burial chamber, Cleopatra VII, craftsperson, culture, curse, desert, embalming, excavation, farmer, Giza, god, goddess, hierarchy, hieroglyphics, Howard Carter, Julius Caesar, Lady Evelyn Herbert, Lord Carnarvon, Mark Antony, Ma'at, mummy, mummification, Nile, noble, peasant, pharaoh, priest, pyramid, Ra, Ramessess II, ritual, Roman, Rosetta Stone, scribe, slave, sarcophagus, soldier, spirit, sphinx, Tefnut, temple, tomb, Tutunkhamun, Valley of the Kings, vizier

Stargazers

Past, present, future, change, causation, consequence, impact, source, primary source, secondary source, evidence, interpretation, period, era, artefact, Apollo 11, astronaut, astronomer, Buzz Aldrin, Cold War, commemorate, Galileo Galilei, Isaac Newton, John F. Kennedy, Kennedy Space Centre, Laika, Michael Collins, Moon landing, Neil Armstrong, Soviet Union (USSR), Space Race, spacewalk, United States, Yuri Gagarin

I am Warrior!

Past, present, future, change, causation, consequence, impact, source, evidence, period, era, artefact, civilisation, amphitheatre, Angle, aqueduct, arena, armour, Augustus Caesar, blacksmith, Britannia, bronze, Celt, century, chariot, coin, conquer, craftsperson, criminal, dagger, defeat, defend, denarii, drainage system, elect, emperor, Emperor Claudius, empire, farming, formation, fort, gathering, gladiator, gladius, Hadrian's Wall, helmet, hunting, invade, iron, Julius, Caesar, jute, king, leader, legion, ludi, poison, prisoner of war, province, Queen Boudicca, rebellion, republic, revolt, roads, Roman, Roman bath, Romanisation, Roman calendar, Roman numerals, Roman Republic, roundhouse, Saxon, Anglo Saxon, senator, sewerage system, shield, slave, soldier, Spartacus, spear, sword, testudo, thatched roof, trade, tribe, underfloor heating, villa, war, warrior, wattle and daub, woad

Sow, Grow and Farm

Past, present, future, change, causation, consequence, impact, source, primary source, secondary source, evidence, interpretation, period, era, artefact, dig for victory, empire, civilisation, parliament, peasantry, campaign, counteract, food shortage, WWII, land, farming, agriculture, blockade, war, home front, community, government, import, settlement, workers, worker conditions

Y6

Darwin's Delights

Past, present, future, change, causation, consequence, continuity, impact, source, primary source, secondary source, bias, interpretation, evidence, period, era, artefact, ancestry, Charles Darwin, dinosaur, Down House, evolution, Galapagos Islands, Gregor Mendel, HMS Beagle, Mary Anning, palaeontology, skeleton, theory, voyage, discovery, exploration

Revolution

Past, present, future, change, causation, consequence, continuity, impact, source, primary source, secondary source, bias, interpretation, evidence, period, era, artefact, boarding school, British Empire, colliery, Crystal Palace, crime, designer, empire, engineer, factory, governess, Great Exhibition, hulk, Industrial Revolution, industry, innovation, inventor, mill, mine, moral, museum, nanny, orphan, police force, population, Prince Albert, prison, punishment, Queen Victoria, railway, reign, revolution, revolutionise, servant, slum, social change, social reformer, steam power, suffragette, technology, transportation, Victorian, Victorian era, vote,

workhouse, working conditions

Frozen Kingdom

Past, present, future, change, causation, consequence, continuity, impact, source, primary source, secondary source, bias, interpretation, evidence, period, era, artefact,

A Child's War

Past, present, future, change, causation, consequence, continuity, impact, source, primary source, secondary source, bias, interpretation, evidence, period, era, artefact, expedition, discovery, voyage, decisions, Antarctic exploration, Captain Cook, Captain James Clark Ross, Mount Erebus, the Ross Sea, the Ross Ice Shelf, Shackleton, Amundsen, Robert Falcon Scott, Heroic Age, Endurance

Hola Mexico!

Past, present, future, change, causation, consequence, continuity, impact, source, primary source, secondary source, bias, interpretation, evidence, period, era, artefact, altar, astronomy, Aztecs, celebration, Central America, civilisation, costume, culture, Day of the Dead, diverse, El Castillo, equinox, festival, Festival of St. Cecilia, heritage, Independence Day, indigenous, landscape, mariachi, Maya, Maya ballgame, Maya calendar, Mexico, parade, patron saint, region, Rio Grande, settlement, tradition