

EYFS

At St. Chad's we develop young children's sense of identity through history by allowing them to explore the past through their environment, family and story. The table below outlines which statements from the 2020 Development Matters (DM) are prerequisite skills for history within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the DM age ranges for 3 and 4-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the Specific Area of Learning: **Understanding the World**. The Understanding the world EYFS Statutory Educational Programme outlines:

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension". - EYFS Framework (2021), pg 10.

EYFS History DM/ELG			History Skills (links to NC)	Vocabulary	Key Stories/Texts
3–4 Years Nursery	Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Chronological understanding Knowledge and Understanding of events, people and changes. Presenting, organising and communicating. 	Little, big, baby, brother, sister, mum, dad, grandma, grandad, today, yesterday, tomorrow, Morning, lunchtime, night time. Went, was.	
Reception	Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Chronological understanding Knowledge and Understanding of events, people and changes. Presenting, organising and communicating. Historical interpretations 	Old, young, new, older, younger, first, next, after that, finally, before, after. Once upon a time, a long time ago, same/different, order, compare, change, People, lives, history.	



ELG	Understanding the World	<ul style="list-style-type: none">• Talk about the lives of 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">• Chronological understanding• Knowledge and Understanding of events, people and changes.• Presenting, organising and communicating.• Historical interpretations• Historical investigations	Future, past, present. Winter, summer, spring, autumn, seasons.	
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Children develop at different rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. Age/stage bands may overlap as these are not fixed age boundaries but suggest a typical range of development.

In the EYFS the teaching of history is embedded in our daily routines and practices which support a child's understanding of change and the passing of time. Examples include:

- Discussing events that occur regularly, for example seasonal patterns, daily routines and celebrations.
- Encouraging investigative behaviour and raising questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'
- Using language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'.
- Reading stories that introduce a sense of time and people from the past

History is also taught more explicitly through topics/themes focused upon developing a child's understanding of the World around them. See below.

Past & present / People culture & communities (linked to NC History/ Geography).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nurser y	Me	What to wear?	Cars, bikes, planes and trains.	What's growing outside?	How have I changed?	Near and far Where are we?
	Seasonal Change					
Recepti on	My family	What job do people do?	Where does food grow?	Animals near and far What lives in our school grounds?	Toys. How have toys changed?	Where in the world? Holidays



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Guy Fawkes and the Gunpowder Plot: Why do we celebrate Bonfire Night?		Aviation: Amy Johnson- how has flight changed over time?		LOCAL STUDY: The Seaside in the Past: a Yorkshire Seaside Town 100 years ago.	
Year 2	Why was London Burning: What lessons did we learn from the Great Fire of London?		'One Small Step for Man' Why did we go to the moon? (link to aviation and exploration).		How did Florence Nightingale/ Mary Seacole make a difference to nursing?	
Year 3	Stone Age to Iron Age: How did it all begin?		Roman Britain: What was the impact of the Roman invasion on Britain?		Tudors: How has Monarchy changed between then and now?	
Year 4	Vikings: What was the impact of the Viking invasion of Britain? (Compare to Roman invasion).		Ancient Egypt: How can we learn what Ancient Egypt was like 5,000 years ago?		LOCAL STUDY: What was the significance of Leeds as a Textile Powerhouse? (Victorian Britain)	
Year 5	Crime and Punishment: how were criminals punished differently in the past and why? (Link to Tudor Punishment)		Ancient Islamic Civilisation: How did this civilisation's achievements spread so far? (Link to Ancient Egyptian civilisation)		How important was Leeds in the Victorian Era? * <i>*This unit will be studied in the 2023-24 academic year in Y5, due to overlap of units taught following the implementation of the new foundation curriculum.</i>	
Year 6	WWII: Why was the world at war?		'Black and British' what part have black people played in British history?		Beyond Face Value: appreciate the long arc of history.	

	What part did the British people play in the major events of WWII?					
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Links to Prior Learning

During their time in Early Years the children will have learnt about how they have changed since birth thus giving them an understanding of the past and the present. They will have discussed figures from the past through the telling of stories – both written books and oral stories from their own lives; these figures will also include those people who they do not know explicitly but people who are recognisable to them e.g. a priest, a police officer, a nurse. The children will have learned about the movement of time through the concepts of growth, decay and change. The children will also have been discussing experiences in response to stories and events from around the world and picking out key themes that may appear.

Vocabulary, though not limited to, will include: *I wonder, yesterday, before I was born, last week, when I was smaller*

All of the above will act as a foundation in which the children build upon in order to access history in Year 1.

Year 1: The Gunpowder Plot

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know when the Gunpowder plot took place. -To know what Guy Fawkes did to make us celebrate Bonfire Night. -To know what went wrong with the plot and how did this happen. -To know why the Houses of Parliament are important. -To know who the King was at the time. <p>Deeper Learning: How were Guy Fawkes' beliefs different to those of King James I?</p>	<ul style="list-style-type: none"> -Use a timeline to sequence 4 processes/ events that led up to the attempted destruction of the House of Parliament. -Describe the events sequenced. -To effectively use terms such as: <i>first, next, then, before, after, old, new</i> correctly. 	<ul style="list-style-type: none"> -To understand the significance of the events in the Gunpowder Plot, with a focus on the plot itself, Recount the key facts of the Gunpowder Plot and the human issues involved. -Explain why we celebrate these events today. 	<ul style="list-style-type: none"> -To use historical artefacts, photographs, and stories to make historical links and learn about motives behind the Gunpowder Plot. -To see that some statements are backed up by various sources (images). - Ask and answer questions using an historical source from this time period. 	<ul style="list-style-type: none"> -Guy Fawkes -King James I -Houses of Parliament -Gunpowder -Plot -Fireworks -Conspirators -5th November -Tower of London -Catholic



Links to Prior Learning

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Vocabulary, though not limited to, will include: *I wonder, yesterday, before I was born, last week, when I was smaller*

All of the above will act as a foundation in which the children build upon in order to access history in Year 1.

The children's first theme in Y1 centred around the Gunpowder Plot so they will have been exposed to timelines and had practise at sequencing events to show key events. Children will have an awareness of how events of the past have an impact on today's society e.g. celebration of fireworks night on the 5th November.

Year 1:
Amy Johnson:
how has flight changed over time?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know that Amy Johnson flew solo to Australia -To know why this was such a difficult task. -To understand people's reaction when they learnt about this. -To know how flights has changed over the last 100 years, with a comparison to modern-day aviation. <p>Deeper Learning: To know how the Wright Brothers' achievements helped Amy Johnson.</p>	<ul style="list-style-type: none"> - Use a timeline to sequence 4 processes/ events in the life of Amy Johnson. -To effectively use terms such as: <i>first, next, then, before, after, old, new</i> correctly. -Effectively describe the key events in Amy Johnson's life. 	<ul style="list-style-type: none"> -Begin to identify differences between planes from the past and planes today in order to explain how Amy Johnson's achievements were so remarkable. 	<ul style="list-style-type: none"> -To see that some statements are backed up by various sources (images). -To consult and use information from simple sources to find Information. -Ask and answer questions about new and old objects in order to understand how aviation has developed. -Carry out some independent research on Amy Johnson 	<ul style="list-style-type: none"> -Pilot -Aeroplane -Aviation -Explorer -Aircraft -Wing -Engine -Gender -Prejudice -RAF -Transport

				through recommended texts.	
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Links to Prior Learning

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Vocabulary, though not limited to, will include: *I wonder, yesterday, before I was born, last week, when I was smaller*

All of the above will act as a foundation in which the children build upon in order to access history in Year 1.

By this point, Y1 children will have developed their skills of chronology and be familiar with terms such as before, next, after, first, following. Through both of their previous topics, they will now be able to recognise how key events of the past happen in the past but have an impact on how we live our lives today. This theme will involve a trip and the children can then apply their own present experiences to the past.

Year 1: How has the Seaside Changed?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know what it was like to go to the seaside 100 years ago. -To know what the key features of the seaside were 100 years ago. -To know what people did at the seaside 100 year ago, using evidence to prove this. -To know the reasons people visited the seaside 100 years ago, comparing this to today. -To know how seaside holidays have changed over the past 100 years (<i>link to aviation and development of aircraft- holidays abroad</i>). 	<ul style="list-style-type: none"> -Order a set of objects relating to the seaside from the past, moving forward to present day. -Understand the difference between things that happened at the seaside in the past and how it is the same/ different now. -Describe things that happened to other people on holiday in the past. 	<ul style="list-style-type: none"> -Identify key historical objects from the seaside 100 years ago. -Give examples of how their childhood holidays differ from that of their grandparents and beyond. -Recount key historical facts about seaside resorts of the past. 	<ul style="list-style-type: none"> -Ask and answer questions about new and old objects and photographic sources from the seaside. -Give a plausible explanation for what objects were used for in the past (historic toys etc). 	<ul style="list-style-type: none"> -Beach -Sea -Shore -Spade -Bucket -Pier -Holiday -Promenade -Sandcastles -Postcard



Links to Prior Learning

The children have had an opportunity to develop an awareness of the past using common words and phrases relating to the passing of time. They have a sense of chronology and how to ask questions around historical sources to gain more information. They can identify similarities and differences between different time periods. In Year 1, they will have studied a key event in history, The Gunpowder Plot, a key person in history, Amy Johnson, and a key location across history, the seaside. Each of these themes will have helped their understanding across all areas of disciplinary knowledge.

In this theme, the children will be studying a period of time, once again, from the 1600s. Due to their prior knowledge of the Gunpowder plot in 1605, the children should be able to draw upon what was happening during that time and use this awareness to understand this period of history.

Year 2: Why was London burning: what did we learn from the Great Fire of London.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
-To know how the Great Fire of London started and how long it burned for. -To know where in London the fire started. -To know why Samuel Pepys was important. -To know why the Great Fire of London was so disastrous. -To know how people lived through the Great Fire of London. -To know why the fire spread so rapidly (to understand how buildings were constructed differently back then). <i>Deeper Learning: Compare London from 1666 with London today; how would a fire on this scale be prevented today?</i>	-Sequence events (using a timeline) of the Great Fire of London in order of when they happened and give reasons for the order. -Understand and accurately use the words, <i>past, present, then, now, before and after</i> when explaining a sequence of historic events.	-To understand the significance of Samuel Pepys and how his diary has helped us understand the sequence of events today. -Explain how the use of a source (the diary) has informed how fire safety is approached today. -Explain why this is a significant part of British history and why it is named the <i>Great</i> Fire of London.	-To use historical artefacts, photographs and stories and eye witness accounts to make historical links and learn about the past. -To use a wide range of sources including testimony, images, non-fiction books, and online resources.	-Fire -Diary -Samuel Pepys -River -Wood -London -Spread -Fire Brigade -Thomas Farriner -Mayor -King Charles II -Pudding Lane -Bakery

Links to Prior Learning

The children have had an opportunity to develop an awareness of the past using common words and phrases relating to the passing of time. They have a sense of chronology and how to ask questions around historical sources to gain more information. They can identify similarities and differences between different time periods. In Year 1, they will have studied a key event in history, The Gunpowder Plot, a key person in history, Amy Johnson, and a key location across history, the seaside. Each of these themes will have helped their understanding across all areas of disciplinary knowledge.

This theme relates directly to the Amy Johnson unit the children will have studied in Year 1 as they make comparisons between her achievements and those of the moon landing. This allows them to further develop their skills of sequencing events and the significance of a moment in history.

Year 2: 'One Small Step for Man': Why did we go to the Moon?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> - To know how we know for sure that man has been to the moon. - To know and understand the key events of the flight of Apollo 11 and the first moon landing. -To know why the astronauts risked their lives when travelling to the moon. -To know how spacemen got to the moon and back safely. -To know what astronauts did when they got to the moon. -To know the benefits and drawbacks of continuing to send people to the moon. -To compare the achievements of Amy Johnson and aviators of her time to the astronauts in the Apollo mission of the 60's and 70's. <p>Deeper Learning suggestions:</p> <ul style="list-style-type: none"> -Who was Catherine Johnson and why is she a significant historical figure? (females in history) OR -To know the cultural impact on the first moon landing and what made Neil Armstrong a global icon. 	<ul style="list-style-type: none"> -Understand accurately the words <i>past, present, then, before and after</i> when telling others about the moon landing. -Using a timeline, sequence events from the first manned aeroplane flight, to the moon landing. -Discuss the significance of each event. -Using a timeline, sequence objects (aeroplanes and spacecraft) from 100 	<ul style="list-style-type: none"> -Understand how the achievements of the moon landing has enhanced people's lives. -Explain the significant achievements of a significant historical figure (Neil Armstrong). -Compare and contrast the first solo flight to Australia and the first moon landing. 	<ul style="list-style-type: none"> -Ask and answer questions using a wider range of primary and secondary sources (images, non-fiction books and online resources). -Identify how we can learn from these past events in order to advance exploration in the future. 	<ul style="list-style-type: none"> -Neil Armstrong -Astronaut -Moon -Spaceflight -Spacecraft -Lunar -Apollo -NASA -Pilot -Launch -Saturn V Rocket -Lunar Module

		years ago to the present day.			
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Links to Prior Learning

The children have had an opportunity to develop an awareness of the past using common words and phrases relating to the passing of time. They have a sense of chronology and how to ask questions around historical sources to gain more information. They can identify similarities and differences between different time periods. In Year 1, they will have studied a key event in history, The Gunpowder Plot, a key person in history, Amy Johnson, and a key location across history, the seaside. Each of these themes will have helped their understanding across all areas of disciplinary knowledge.

This is the third time (Amy Johnson in Y1 and Neil Armstrong in the Spring of Y2) the children have had a historical theme focussing on the life and achievements of an individual. This, therefore, gives the children the opportunity to further develop their historical questioning and knowing what to ask to delve deeper into what impact the historical figure has had. The children have also had practise at knowing how people from the past impact today; this is something the children also explore in this theme.

Year 2: Did Mary Seacole and Florence Nightingale change nursing?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
-To know why Mary Seacole is famous. -To know the important events in Mary's life. -To know the important events in Florence Nightingale's life -To compare Mary Seacole and Florence Nightingale's lives. -To know why both people have statues to commemorate their lives and work. Deeper Learning: Evaluate who played a more important role in nursing.	-Understand accurately the words <i>past, present, then, before and after</i> when telling others about these people and their work. - Using a timeline, sequence events in the lives of FN and MS. - Discuss the significance of each event, drawing comparisons between the two people.	-Discuss and understand the significance of importance historical figures and compares their roles in events. -Learn about the life of famous British people. -Explain how these people have contributed to Britain's special history. -Compare and contrast the two historical figures.	-Ask and answer questions using a wider range of sources and materials. -Identify how historical sources can depict different people in different ways.	-Mary Seacole -Florence Nightingale -Crimean War -Nurse -Nursing -Medicine -Remedies -Britain -Jamaica -Wounds -Soldiers

Links to Prior Learning

In KS1, children have become familiar with the use of timelines, history dating back to 1600 and a wide range of vocabulary that help them explain the chronology of events. They have a solid understanding of some key people throughout history and how these figures have an impact on today's society. Children have previously been given opportunities to ask questions to deepen their understanding of a historical time period/person/place and they will continue to develop this skill through KS2.

In this theme, the children will be, for the first time, exposed to pre-historic time periods meaning their lines of enquiry will have to be adapted from KS1, though the skills of digging deeper for answers will remain the same. Like they did in the previous key stage, they will look back on how things (civilisations in this instance) have changed over time and what impact this has on how we live our lives in the modern day. Like what the children did for The Great Fire of London, they will garner information from artefacts and sources to build their knowledge of the Stone Age/Iron Age.

Year 3: The Stone Age to the Iron Age- how did it all begin?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
-To know what is meant by pre-historic -To know how long the Stone Age lasted -To know day to day living practices of the Palaeolithic, Neolithic and Mesolithic ages and compare to modern times -To know how evidence is important to create a picture of the past (Skara Brae) -To know that Stone henge (bronze age) is a significant structure built during these times and that there are many theories as to why it was built. -To know how much life changed during the Iron Age and why. Supplementary Knowledge: -Evaluate which era involved the most important changes and why.	-Understand which side of BC and AD the Stone Age to Iron Age falls and why. -Understand and use the vocabulary <i>ancient, century and decade</i> . -Use a timeline to place events from the Stone Age to Iron Age in chronological order, adding in other time periods studied also in order to appreciate BC and AD.	-Describe similarities and differences between the different time periods in question, using historical sources and artefacts. -Give possible reasons for key events in this time period, such as the building of Stone Henge, giving evidence. -use evidence to describe buildings and their uses 10,000 years ago.	-To analyse historical artefacts, to make historical links between these time periods, and have an understanding of the past. -Understand the importance of archaeologists have in helping us understand this period of time.	-Stone Age -Bronze Age -Iron Age -Neolithic -BC -AD -Hunter gatherers -Stone Henge -Skara Brae -Settlement -Shelter -Civilisation

Links to Prior Learning

In KS1, children have become familiar with the use of timelines, history dating back to 1600 and a wide range of vocabulary that help them explain the chronology of events. They have a solid understanding of some key people throughout history and how these figures have an impact on today's society. Children have previously been given opportunities to ask questions to deepen their understanding of a historical time period/person/place and they will continue to develop this skill through KS2.

As the children move through to the Roman Empire, they will continue to sequence the events from the Stone/Bronze/Iron Age to assist with their chronology. The understanding of BC from the previous topic will help them with moving to AD. They will have previously studied, in the theme before, day to day living and this will, help them investigate what life was like for the Romans. They will continue to use evidence and artefacts to support their knowledge.

Year 3: What was the impact of the Roman Empire on Britain?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
-To know when and why the Romans invaded Britain. -To know why Boudica stood up to the Romans. -To know how the Romans kept control over such a vast empire. -To know what the Roman way of life was like when compared to the Celtic way of life. -To know some of the significant ways the Romans still influence our lives today. -To know why the Roman empire came to an end. Supplementary Knowledge: -To evaluate whether Boudica or Caesar was a greater leader and why.	-Sequence significant events during Roman Britain on a timeline. -Discuss the significance of these events. -Understand BC and AD and place the Roman empire on a timeline, adding in other time periods studied also in order to appreciate BC and AD. -Understand and use the vocabulary <i>ancient, century and deca</i>	-Describe similarities and differences between the Romans and the Celts using evidence and sources. -Give reasons for the invasion of Britain by the Romans, supported by evidence. -Use evidence to understand that society was diverse and poor people lived very differently to the rich	- Gather evidence of Roman Britain through the study/ visit of Roman sites. -Using sources and evidence, understand, compare and contrast the similarities and differences between the lives of the ancient Romans and Celts and our lives today.	-Romans -BC -AD -Celts -Hadrian's Wall -Claudius -Caesar -Boudicca -Emperor -Settlement -Revolt -Invasion -Legion -Centurion



Links to Prior Learning

In KS1, children have become familiar with the use of timelines, history dating back to 1600 and a wide range of vocabulary that help them explain the chronology of events. They have a solid understanding of some key people throughout history and how these figures have an impact on today's society. Children have previously been given opportunities to ask questions to deepen their understanding of a historical time period/person/place and they will continue to develop this skill through KS2.

The children's prior knowledge of the Great Fire of London (from Y2) as well as the monarchy from the Gunpowder Plot (Y1) will help the children sequence events from Tudor England to then i.e. support their chronology. They will be able to use this prior knowledge to understand what life would have been like during the 1500s and make comparisons from what they learn in this theme from what they were previously taught. They can then assess the changes in monarchy and what impact this had on Britain at the time.

Year 3: Tudors: How has monarchy changed between then and now?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know the key characteristics of Henry VIII -To know what life was like under the rule of Henry VIII -To know why Henry VIII decided to 'Break with Rome'. -To know what the key characteristics of Elizabeth I were. -To know how the Spanish Armada were defeated under Elizabeth I's rule. -To know the differences between the above monarchs and their times with that of Queen Elizabeth II. <p>Deeper Learning: Evaluate the most effective ruler of the three above and give evidence as to who this is and why.</p>	<ul style="list-style-type: none"> - Sequence significant events during each monarch's rule on a timeline. -Discuss the significance of these events. -Understand BC and AD and place the Tudors on a timeline, adding in other time periods studied also in order to appreciate chronology. -Understand and use the vocabulary <i>ancient, century and decade</i>. 	<ul style="list-style-type: none"> Describe similarities and differences between each monarch using evidence and sources. -Give reasons for the 'break with Rome' and the defeat of the Spanish Armada' supported by evidence and sources. -Use evidence to understand how society was different in Tudor times to Roman times; and to the times under Queen Elizabeth II's rule. 	<ul style="list-style-type: none"> - Gather evidence of Tudor England through the use of sources; comparing this to the England of today and the England of 1666 (Great Fire of London). -Using sources and evidence, understand, compare and contrast the similarities and differences between the rule of Henry VIII, Elizabeth I and Elizabeth II. 	<ul style="list-style-type: none"> -Tudor -King -BC -AD -Queen -Rome -Catholic -Monarch -Protestant -Modern -Contemporary -Comparison -Contrast -Armada -Sir Frances Drake



Links to Prior Learning

Pupils now have an understanding of the difference between pre-historic and historic times . They have looked at the first ancient civilisation to have invaded Britain and how this came about (The Romans). The children will have a solid idea of what a good leader looks like and what power looks like within different contexts and periods of history. They should now be skilled enough to have a grasp of chronology (under the remit of what historical eras they have been taught) and be able to use timelines effectively. The children have plenty of opportunity to refine the skill of questioning and be beginning to truly think like historians.

In this theme, the children's knowledge of Britain's history will now be further developed by studying and comparing the Romans to the Vikings, analysing similarities and differences; a skill that now should be refined given they have done this when studying the Stone, Iron and Bronze Age in Y3. They will enhance their awareness of chronology by plotting time periods previously studied on a timeline ensuring they are including periods of study from KS1 i.e. going beyond the dates the Viking invaded Britain. Children should apply their knowledge of invasion from their study of The Romans.

Year 4: What was the impact of the Viking invasion of Britain?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know the myths and realities of the Vikings -To know how the Vikings invaded Britain and for what reasons. -To know how recent findings have changed some historians view of the Vikings. -To know what a Viking settlement was like and how this compares to a Stone Age and Roman settlement in Britain. -To know who the Saxons were in relation to the Vikings. <p>Deeper Learning: To know how and why reasons for migration have changed over time (drawing comparisons with modern migration)</p> <p><i>Trip: Jorvik Visit? Visitor?</i></p>	<ul style="list-style-type: none"> - Plot historical periods studied so far on a timeline using centuries, referring to BC and AD. -Order the significant events of Viking Britain on a timeline. -Describe the main changes to Britain during this period, using sources, artefacts and evidence. 	<ul style="list-style-type: none"> -To understand the significance of Anglo Saxon and Viking Invasions and how this has influenced life in Britain. -To understand, compare and contrast the similarities and differences between the lives of people of Anglo Saxon and Viking times; describe how this influences present day Britain. 	<ul style="list-style-type: none"> -Hypothesise what life would have been like in this time period of Britain, using sources and evidence to back this up. -Choose appropriate sources and select evidence from sources to respond to particular historical questions. -Give more than once reason to support an argument, using evidence and sources. 	<ul style="list-style-type: none"> -Saxons -Vikings -Raiders -Hostile -Settlement -Jorvik -Barbarian -Scandinavia -Invasion -Migration -Longboat -BC -AD

Year 4: Ancient Egypt- how can we	Links to Prior Learning				
	<p>Pupils now have an understanding of the difference between pre-historic and historic times . They have looked at the first ancient civilisation to have invaded Britain and how this came about (The Romans). The children will have a solid idea of what a good leader looks like and what power looks like within different contexts and periods of history. They should now be skilled enough to have a grasp of chronology (under the remit of what historical eras they have been taught) and be able to use timelines effectively. The children have plenty of opportunity to refine the skill of questioning and be beginning to truly think like historians.</p> <p>Children should be applying their knowledge of civilisations dating back beyond the written word (they first experienced this in Year 3) and appreciate that historical events and prominent groups of people can be simultaneous to those in Britain. Year 4 pupils by this time of the year will have studied how people used to live, the significance of landmarks (Stonehenge) and how events from an ancient time can still impact society today. Children will also be able to confidently depict the knowledge we can obtain from artefacts and archaeological evidence deciding on its reliability on telling us about the past.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	

<p>learn what Ancient Egypt was like thousands of years ago.</p>	<ul style="list-style-type: none"> -To know the significance of the River Nile in Ancient Egypt. -To know How men, women and children lived in Ancient Egypt. -To know how hieroglyphics helped us understand more about Ancient Egypt. -To know the significance of the pyramids and why they historians believe they were built. -To know what Ancient Egyptians' believe about the afterlife were. -To know the similarities and differences between Ancient Egypt and other ancient civilisations studied so far (further links to other ancient civilisations will be make as they are studied). <p>Deeper Learning: What role did Stonehenge and The Pyramids play in the lives of the civilisation alive at the time?</p>	<ul style="list-style-type: none"> - Plot historical periods studied so far on a timeline using centuries, referring to BC and AD. -Order the significant events from Ancient Egypt on a timeline. -Describe the main changed to society over time in Ancient Egypt. using sources, artefacts and evidence. -Understand how some historical events occurred concurrently, i.e. Ancient Egypt and the Stone Age to Iron Age. 	<ul style="list-style-type: none"> -Use evidence and sources to show that the lives of different parts of Ancient Egyptian society was different. -Describe how elements from this period of history still influence the present (i.e. through culture etc). -To understand the three other major civilisations at the time (Indus Valley, Sumer and Shang Dynasty) and locate these on a map. 	<ul style="list-style-type: none"> -Hypothesise what like would be like in Ancient Egypt for people and then prove this right or wrong through the use of primary and secondary sources and evidence. -Choose appropriate historical sources to respond to a question. 	<ul style="list-style-type: none"> -Concurrent -Hieroglyphics -Pyramids -Giza Plateau -River Nile -Book of the Dead -Mummy/ mummification -Sarcophagus -Tomb (robbers) -Sir Howard Carter -Tutankhamun -Canopic Jars -Afterlife -Gods -BC -AD
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Links to Prior Learning

Pupils now have an understanding of the difference between pre-historic and historic times . They have looked at the first ancient civilisation to have invaded Britain and how this came about (The Romans). The children will have a solid idea of what a good leader looks like and what power looks like within different contexts and periods of history. They should now be skilled enough to have a grasp of chronology (under the remit of what historical eras they have been taught) and be able to use timelines effectively. The children have plenty of opportunity to refine the skill of questioning and be beginning to truly think like historians.

This theme will further contribute to the children's sequencing of time periods throughout history bringing them up to just ~150 years ago. The children will have, in KS1, considered how their own lives have been impacted by events in history and this theme aims to build upon this due to the local nature of the key question. It will be vital for children to consider both secondary and primary resources, like they would have done with previous topics where there are primary resources available to analyse, to determine what evidence is reliable.

Year 4: Local Study: What was the importance of Leeds as a Textile Powerhouse?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know how Leeds contributed to the Industrial Revolution. -To research a key fact which made Leeds vital in the Victorian era -To know the varied roles of the people of Leeds during Victorian times and the Industrial Revolution. -To know how the area of West Park changed throughout the Victorian era. -To know what the main industry of Leeds was and how this impacted the people of Leeds and its landscape (link to physical Geography and population increase). <p>Leeds City Museum visit <i>Deeper Learning: Compare the jobs and lives of people in Victorian Leeds to the people of Leeds today (the can be done as a presentation, using key vocabulary and sources).</i></p>	<ul style="list-style-type: none"> -Plot the Victorian period on a timeline with other time periods studied, using BC and AD. -Order the significant events in the history of Leeds, going back to the Victorian era, on a timeline. -Describe the main changes to Leeds and its people in this period of History. 	<ul style="list-style-type: none"> -Use evidence to show how the lives of the rich and poor differed in Victorian Leeds (considering the housing in Headingley). -TO understand how major events in history have had a major influence on Leeds as a city today. 	<ul style="list-style-type: none"> -Hypothesis what Leeds was like during this time period, and then use sources and evidence to find out (<i>trip to Leeds City Museum- Victorian Leeds, workshops, etc</i>) -Choose appropriate sources and select evidence from those sources to respond to an Historical enquiry question. 	<ul style="list-style-type: none"> -Queen Victoria -Railways -Canals -Industry -Textiles -Leeds -Factory -Mill -Population growth -Urban -Rural -Victorian Britain -Middle-Class -Working-Class

Links to Prior Learning

By Year 5, children should be fully competent in thinking, enquiring and writing like a historian. They will have studied significant people from the past as well as significant eras – both historic and pre-historic – gaining an insight into how people lived, what resources they had and how we have been impacted in the present day. Pupils will be aware of what it means to compare and contrast two civilizations and be able to confidently use artefacts and evidence to support a line of enquiry.

This theme will require the children to draw upon their study of the Tudors (summer of Y3) as the children delve into how crime and punishment has changed since the 1500s. They will also need to recall what Victorian England was like (from their local study in Y4) and consider how criminals were punished then compared to now. Pupils may also use what they remember from the Gunpowder Plot (Y2) to know what punishment was given for the criminals in the 1600s.

Year 5: Crime and Punishment: how were criminals punished differently in the past and why?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know how pupils were punished 800 years ago, and how to we know. -To know what the legend of Robin Hood tells us about medieval justice. -To know how crime and punishments changed from 1500-1750 (compare to previous learning about Tudors). -To know why punishments became so bloody in the 18th century? -To know why so much change around crime and punishment happened in the 19th Century. -To know how we catch and punish criminals has changed in the last 100 years. <p>Deeper Learning: To analyse when the best time to be a criminal was? Pupils will immerse themselves even deeper in a period that has caught their imagination, it also ensures that they compare periods over time, through independent research and analysis of sources.</p>	<ul style="list-style-type: none"> -Refer to dates and use historical language when studying a period(s) of History. -Describe the main changes in a period of history and compare this to another period. -Order significant events around crime and punishment on a timeline. 	<ul style="list-style-type: none"> -Ask questions and find answers about the past using different primary and secondary sources. -Recognise the part that historians have played in helping us understand the changes made to crime and punishment. -Discuss similarities and differences between different periods of history, giving evidence for this. -Suggest, based on evidence, why crime and punishment was bloodier in certain periods than others. 	<ul style="list-style-type: none"> -Appreciate how historical artefacts have helped us to understand how people were punished in the past. -Explain how crime and punishment impacted people's lives- innocent and guilty. -Interpret historical events through primary and secondary sources, forming a view of these events. -Take a bias when researching an historical event. 	<ul style="list-style-type: none"> -Police -Prison reform -Judge -Court -Transportation -Cyber crime -Violent Crime -Industrialisation -Urbanisation -Offender -Vagrancy -Moral crimes

Links to Prior Learning

By Year 5, children should be fully competent in thinking, enquiring and writing like a historian. They will have studied significant people from the past as well as significant eras – both historic and pre-historic – gaining an insight into how people lived, what resources they had and how we have been impacted in the present day. Pupils will be aware of what it means to compare and contrast two civilizations and be able to confidently use artefacts and evidence to support a line of enquiry.

This theme will see the children make direct comparison between Ancient Islam and Ancient Egypt (Y4). Children may draw upon content they have learned in RE in regards to how the Islamic word spread and how this relates to the movement of this civilisation. Children will need to recognise that although this civilization is classified as ‘ancient’, they need to be aware that it goes beyond AD to the 700s and is newer than Ancient Egypt (continuation of chronological awareness and the use of a timeline)

Year 5: Ancient Islamic Civilisation: How did this civilisation's achievements spread so far?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know why it is important to study Islam in the period c.900 -To know how the Arabs were able to spread so far in such a short space of time after the Prophet Muhammad's death. -To know the importance of Baghdad in the 'Golden Age'. -To know what life was like for rich and poor in ancient Islamic cities. -To know which ancient Islamic civilisations most effect our lives today. <p>Deeper Learning: Consider the main similarities and differences between two non-European civilisations (Ancient Baghdad and Ancient Egypt)</p>	<ul style="list-style-type: none"> -Refer to dates and use historical chronological language around ancient Islam. -Describe the main changes to this civilisation through its achievements. -Order significant events, movements and dates in ancient Islam on a timeline. 	<ul style="list-style-type: none"> -Ask questions and find answers about ancient Islam using primary and secondary sources. -Recognise the part that archaeologists had/have in helping us Understand the spread of this civilisation. -Discuss similarities and differences between ancient Islam and ancient Egypt/ British civilisations. -Make links between features of past societies. 	<ul style="list-style-type: none"> -Appreciate how historical artefacts have helped us understand about Ancient Islam -Form an interpretation of historical events using sources. -Take bias into account when considering the impact of Ancient Islam on society today. 	<ul style="list-style-type: none"> -Islam -Baghdad -Golden Age -Merchants -Trade -Soldier -Caliph -House of Wisdom -Islamic Empire -Mosque -Allah

Links to Prior Learning

The children now have a solid an understanding of the difference between pre-historic and historic times and have also looked at some civilisations to have invaded Britain. Their understanding of the reasons behind invasions of places/countries has deepened and they are able to use historical evidence to explain this. This knowledge will now be further developed when studying ancient Islamic civilisations and their societies; including how this civilisation spread so quickly and how the capital in Baghdad was established, comparing this to other civilisations studied. It will provide an opportunity to use enquiry skills to make these comparisons. Children will take another look at local history; studying the Victorian Industrial Revolution and the impact it had on Leeds.

Year 5: How important was Leeds in the Victorian Era?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> To know how Leeds contributed to the Industrial Revolution. To research a key fact which made Leeds vital in the Victorian era. To know the varied roles of the people of Leeds during Victorian times and the Industrial Revolution. To know how the area of Rothwell changed throughout the Victorian era. To know what the main industry of Leeds was and how this impacted the people of Leeds and its landscape. 	<ul style="list-style-type: none"> -Order significant events, movements and dates in the Victorian period. -Determine the most significant moments and place these specific events on a timeline by date. -Identify and compare changes over this historic period. - Place features of historical events and figured from different periods of Victorian Britain in a chronological framework. 	<ul style="list-style-type: none"> - Recognise and describe change and continuity across Victorian Britain - Discuss similarities and differences between different periods of history. - Ask questions and find answers about the past using different sources. 	<ul style="list-style-type: none"> - Appreciate how historical artefacts have helped us understand about British lives in the past. - Form an interpretation of historical events or figures using sources. - Take bias into account when researching an historical event or figure 	<ul style="list-style-type: none"> Queen Victoria Railways Canals Industry Textiles Leeds Factory Mill Population Growth Urban Rural Victorian Britain Middle-class Working-Class Industrial revolution

Links to Prior Learning

Over the course of the children's primary history journey, they will have experienced a broad and balanced curriculum offering them a depth of substantive knowledge. They have learned about different ancient civilisations, the outcomes and consequences of conflict, how democracy has changed and developed, the impact key figures had and still have, the role the monarchy played within certain periods of time and gathered an awareness of the history of their local area (Years 1 and 4). Although the explicit links to substantive knowledge may not always be evident within the Year 6 themes, the idea of chronology, the importance of historical events and people and the ability to enquire like historians (for example: gathering evidence, deciding on a viewpoint unique to them, understanding the impact of history on modern day life, recognising that secondary resources may not always be reliable) will remain vital in the pupil's final year at primary school.

This theme will require the children to draw upon what they learned about conflict during many of their previously studied themes e.g. Viking invasion, Roman Britain. They will need to be able to use their widening timeline of historical events and place WWII suitably recognising that this era of history is less than 100 years ago. They may make links to the moon landing and explore why this was an even happier occasion for people across the whole world i.e. WWII ended less than 30 years previous.

Year 6: WWII: Why was the world at war? What part did the British people play in the major events of WWII?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know how and why WWII started and why Britain had to go to war in 1939. -To know who the main countries, leaders, allies and axis were. -To know how women impacted in the running of the country. -To know why it was necessary to evacuate children and what this was like for them. -To know how the lives of British people were affected by the war (food rations, evacuations, national service, conscription) <p>Deeper Learning: Take two different sources about the same event and analyse and evaluate how these give advantages and disadvantages of each.</p>	<ul style="list-style-type: none"> -Order significant events, movements and dates for Britain during WWII on a timeline. -Place a specific event during WWII on a timeline by date -Identify and compare changes within WWII -Place features of historical events and people from past societies and periods in a chronological framework. 	<ul style="list-style-type: none"> -Chronologically summarise the main events from WWII. -Recognise and describe change and continuity across WWII. -Give specific examples of how the major events in WWII have impacted aspects of British society today e.g. role of women -To understand how world relations today have changed and been impacted by WWII (United Nations, Treaty of Versailles etc). 	<ul style="list-style-type: none"> -Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history. -Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. -Use a range of evidence from different sources to describe the impact of WWII to Britain. 	<ul style="list-style-type: none"> -Propaganda -Evacuee -Rationing -Blitz -Battle of Britain -Winston Churchill -Neville Chamberlain -King George VI -War cabinet -Hitler -Allies -Axis -Treaty

Links to Prior Learning

Year 6: 'Black and British': What part have black people played in British history? (Thematic)

Over the course of the children's primary history journey, they will have experienced a broad and balanced curriculum offering them a depth of substantive knowledge. They have learned about different ancient civilisations, the outcomes and consequences of conflict, how democracy has changed and developed, the impact key figures had and still have, the role the monarchy played within certain periods of time and gathered an awareness of the history of their local area (Years 1 and 4). Although the explicit links to substantive knowledge may not always be evident within the Year 6 themes, the idea of chronology, the importance of historical events and people and the ability to enquire like historians (for example: gathering evidence, deciding on a viewpoint unique to them, understanding the impact of history on modern day life, recognising that secondary resources may not always be reliable) will remain vital in the pupil's final year at primary school.

This theme will require the children to make direct links to their previous study of WWII as we will explore how the recognition of that war was predominantly given to those who were white. The children will, once again, recognise the role Winston Churchill played in this issue within the context of Britain. Children will also need to look back to Year 3 at Tudor England and the role black people played within this society.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know what evidence tells us about the role of Black people in Tudor society. -To know what difference that slave trade made to the experiences of black people in Britain. -To know why many black people's roles in WWII has rarely been celebrated. -To know what the experience of the first post-WWII black immigrants was (Windrush). -To know to what extent life has improved for black people in Britain over the last 60 years. <p>Deeper Learning: Compare and contrast the lives of black people in different western countries (i.e. USA and the UK) and comment on similarities and differences.</p>	<ul style="list-style-type: none"> -Order significant events, movements and dates for black people over the course of the areas of British history studied. -Place these specific events of black British history on a timeline by date and comment on any progress made. -Identify and compare changes over these historic periods. - Place features of historical events and people from past societies and periods in 	<ul style="list-style-type: none"> -Recognise and describe change and continuity across these periods of history for black British people. -Give specific examples of how the major events and actions of black historical figures across history have impacted aspects of British society. - Recognise and describe change and continuity across periods of history. - To understand how Empire has contributed to and been affected by historical events 	<ul style="list-style-type: none"> -Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. -Use a range of evidence from different sources to describe the impact of black people to Britain. -Research two versions of an event and see how they differ. -Give reasons as to why there may be different accounts of History. 	<ul style="list-style-type: none"> -Immigrant -Windrush -Racism -Prejudice -Discrimination -Impact -Africa -Caribbean -Slavery/ Slave Trade -Influence -Culture

		a chronological framework.			
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Links to Prior Learning

Over the course of the children's primary history journey, they will have experienced a broad and balanced curriculum offering them a depth of substantive knowledge. They have learned about different ancient civilisations, the outcomes and consequences of conflict, how democracy has changed and developed, the impact key figures had and still have, the role the monarchy played within certain periods of time and gathered an awareness of the history of their local area (Years 1 and 4). Although the explicit links to substantive knowledge may not always be evident within the Year 6 themes, the idea of chronology, the importance of historical events and people and the ability to enquire like historians (for example: gathering evidence, deciding on a viewpoint unique to them, understanding the impact of history on modern day life, recognising that secondary resources may not always be reliable) will remain vital in the pupil's final year at primary school.

The entirety of this theme encompasses Tudor England, Victorian England and WWII. The children will need to have an awareness of chronology, recall key vocabulary relevant to each era and at this point, given they have studied each period of time before, dig deeper to broaden their understanding and question evidence presented to them.

Year 6:
Beyond Face Value:
appreciate the long arc of history (thematic)

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know how historical figures used portraits to boost their image and to know why this was done. -To know why it is so difficult to work out what Victorian factory conditions were actually like. -To know reasons why sources can not always tell the truth. -To know why the evacuees were shown to be so happy, and if they were actually this happy. -To know how many people believed the propaganda during the Blitz. <p>Deeper Learning: Compare an image of Queen Elizabeth II to Henry VIII. What</p>	<ul style="list-style-type: none"> -Refer to dates and use historical chronological language when looking at sources from different periods -Order the significant events studied, with dates on a timeline. -Use a timeline when comparing sources from different periods of time to suggest if this impacts on its accuracy. 	<ul style="list-style-type: none"> -Ask questions and find answers about the past using different primary and secondary sources. -Recognise the part that Historians had/have in evaluating the reliability of sources. -Discuss similarities and differences between different periods of history. -Consider whether propaganda has changed over time and how. 	<ul style="list-style-type: none"> -Appreciate how historical artefacts have helped us understand about British lives in the past. -Form an interpretation of historical events or figures using sources. -Take bias of the source creator into account when researching an historical event or figure. 	<ul style="list-style-type: none"> -Primary Source -Secondary Source -Reliability -Face Value -Evaluate -Compare -Propaganda -Accuracy -Perception -Censors

	were the painters trying to tell us? How accurate are they both and how do we know?				
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