

Progression Map

History





3 I's: Intent, Implementation, Impact

Intent

It is our intent that the teaching of History at Northfield Primary School will prepare children for life in modern Britain and to promote an interest in the past. In the Thread Knowledge document our key drivers provide a framework for learning and help to deepen children's understanding of what is taught. Threads have been created within the drivers that are big, transferable ideas that have a real world meaning and help our pupils make sense of the world around them, preparing them for life in modern Britain. In history, threads for example include leadership, respect and tolerance, belonging, equity and aspiration, heritage and legacy and modern Britain.

The history curriculum will enable pupils to foster a deep understanding of the past, develop critical thinking skills, and promote an appreciation of the historical context that has shaped the world, linked to our key driver: the four corners of the world. Our aims are to inspire pupils' curiosity about the past and enable them to make connections between historical events and their own lives, as well as society as a whole. History education at this level seeks to instil a sense of chronology, enable pupils to understand the complexities of historical events, and encourage them to ask perceptive questions about the past. Substantive and disciplinary learning will be integrated as the children will have opportunities to 'think like a historian' by questioning and investigating as well as learning key historical facts. Through their learning and discussion, our pupils will have the opportunity to form and voice their own opinions. They will be adept at using primary and secondary sources, including artefacts and historical vocabulary to support their thinking and justifications.

By the end of Year 6 our pupils will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt, Greece and the Mayans.



Implementation

- As a school, the Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children by the end of the foundation stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Years 1 to 6 follow the National Curriculum (2014) guidelines, and our progression plan document for history. This ensures that key substantive and disciplinary knowledge is taught across all year groups.
- History is taught in planned topic blocks either termly or half-termly by the class teacher so that pupils can achieve depth in their learning. Lessons, which are planned around history topics, are sequential and build on prior knowledge, substantive and disciplinary learning. Each topic has an overarching question – many of the questions were designed to create curiosity for children and ones that matter and / or link to our community.
- As with all teaching and learning at Northfield Primary, history lessons will take into consideration the needs of all pupils including the disadvantaged pupils, SEND pupils and EAL pupils.
- Themes and concepts are revisited frequently, including using retrieval tasks, as we want our learners to make strong learning links within and across the history curriculum.
- Key knowledge and vocabulary is evident in lessons, which supports pupils acquisition of key knowledge as they develop the idea of how events in the past have shaped and made the present. Also, this helps pupils to understand and explain key events in modern history, especially ones that have shaped modern society, particularly in Britain. Dual-coded historical vocabulary is clearly displayed in classrooms to support building pupil knowledge.
- By embedding disciplinary and substantive learning, children will be able to formulate their own ability to analyze history and use their disciplinary skills to 'answer' the enquiry focus of their learning.
- Pupil's knowledge is assessed using a 10 mark assessment; results can identify gaps in learning providing a clear picture for re-teaching to build strong history foundations for all pupils.
- Teaching will be supported with quality resources and experiences, such as visits with a history focus alongside encouraging visitors to come into the school and talk about the past and how it may shape the future of modern Britain.

Impact

The impact of the quality teaching will be assessed against the children's ability to know and remember more and to understand the past and its significance to the present and future. Children will retain prior learning and make connections in history and across subjects as they think and work like historians. Pupils will develop a secure understanding of chronology, historical concepts, and key events. They will become adept at analysing and interpreting historical evidence, leading to the development of critical thinking skills and the ability to construct well-reasoned arguments based on historical knowledge. Pupils will demonstrate a high level of engagement and enthusiasm for history, often expressing a keen interest in learning about the past beyond the confines of the school environment. The impact is also evident in pupils' exceptional progress in historical knowledge and skills, as well as in their ability to articulate complex historical ideas with confidence, competence and clarity.



National Curriculum

National Curriculum Aims

The National Curriculum for history aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage 1

Pupils should be taught:

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

significant historical events, people and places in their own locality.



Key Stage 2

Pupils should be taught:

changes in Britain from the Stone Age to the Iron Age

the Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

a local history study

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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

Ancient Greece – a study of Greek life and achievements and their influence on the western world

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



History Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Toys from the Past: How have toys changed?		Mary and Ruby: Is school for everyone?		The Great Fire of London: A catastrophe. True or false?	
Year 2	Castles: A home or a fortress?		Queen Victoria: A witness to important inventions. True or false?		Robin Hood: Why is Robin Hood important for Nottinghamshire?	
Year 3		Stone Age to Iron Age: What changes have occurred in Britain from the Stone Age to the Iron Age? Stone Age to Iron Age			Ancient Egypt: Ancient Egyptians- Awful or Awesome?	
Year 4		Coal Mining: How does the local landscape change from pit to park?	Children in Victorian Times: Were Victorian children treated with respect?		Roman Britain: What did the Romans do for me?	
Year 5		Anglo-Saxons and Scots: How did the Anglo-Saxon invaders and settlers have an impact on Britain?		Vikings: The Vikings – ruthless killers or peaceful settlers?	Ancient Greece: Can we thank the Ancient Greeks for anything in our lives today?	
Year 6	War World 2: How did the experiences of British children differ to the experiences of European, Jewish children during World War II?			Ancient Civilizations (overview) Law and order; trade and travel; society and equality – How did Ancient Civilizations achieve these?		Mayan Civilisation: Why did the ancient Maya change the way they lived?



EYFS Progression Map - Becoming an Historian

Understanding the World- Past and Present

ELG-talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in book read in class and storytelling.

EYFS baseline	End of Autumn	End of Spring	End of EYFS (ELG's)	Year 1 National Curriculum
I am beginning to make sense of my own life story.	I can remember and talk about significant events in my own life in some detail	I can comment on stories I have heard and images of people and familiar situations in the past.	I know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class.	I have developed an awareness of the past, using common words and phrases relating to the passing of time. I can identify similarities and differences between ways of life in different periods.
I can listen to stories which include figure from the past.	I can talk about characters from stories, including figures from the past.	I can compare and contrast characters from stories, including figures from the past.	I understand the past through setting, characters and events encountered in books read in class and storytelling	I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand different historical events.
I can talk about people who are familiar to me.	I can talk about different occupations in society.	I can begin to talk about people around me and why they are important to society.	I can talk about the lives of people around me and their roles in society.	I know about significant events, people and places in my locality.



	Topic	Lesson sequence	Substantive knowledge	Disciplinary knowledge	Key vocabulary
Year 1					
Autumn 1	<u>Toys from the past</u> How have toys changed?	1) To explain what a toy is through exploration and discussion. 2) To develop an awareness of modern-day toys and games. 3) To develop an awareness of what toys and games were like in previous decades. 4) To develop an awareness of toys from the Victorian period. 5) To sort toys and games from the past and the present. 6) To explain how and why toys have changed over time.	<p>A toy is an object often smaller than or like something else.</p> <p>Toys are made from different materials like wood, fabric, metal or plastic.</p> <p>Modern-day toys are toys played with now.</p> <p>A decade is ten years.</p> <p>In Victorian times, the toys children played with often depended on how wealthy the family was. Children from wealthy families played with rocking horses, train sets, doll's houses and soldiers. Children from poor families tended to play with home-made toys e.g. peg dolls, spinning tops and skipping ropes.</p> <p>Toys from the past did not use electric.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> To order the toys chronologically <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> To use picture evidence to help find out about the past. With support, use evidence to ask questions about the past. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> To understand why toys were created. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> To know how toys changed over time. To know that objects change over time. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> To compare toys from the past to modern day. To know that there are similarities and differences between old and new objects. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> To know that artefacts are objects made and used in the past; they give clues about life long ago. 	chronology differences handmade modern-day plastic poor Queen Victoria similarities toy Victorian wealthy wooden



<p>Spring 1</p>	<p><u>Mary and Ruby:</u> Is school for everyone?</p>	<ol style="list-style-type: none"> 1) To explain why people may have acted the way they did. 2) To understand one way in which we can find out about the past (photograph). 3) To ask and answer questions about fairness. 4) To show how the rule of law contributed to improving fairness. 5) To place the events of Ruby's story in chronological order. 6) To say how Mary and Ruby changed schools in America. 	<p>Mary was born in America in 1875.</p> <p>Mary was the only child in her family who went to school.</p> <p>Mary had an important white friend who shook her hand.</p> <p>Ruby Bridges was born in America in 1954.</p> <p>When Ruby was in nursery a court ruled that schools need to allow both Black and white pupils to attend together.</p> <p>In 1960, when Ruby was six years old, she was the only black child to go to William Frantz school.</p> <p>Ruby was taken to school by marshals, who were protecting her.</p> <p>Many white parents took their children out of school and there were protests.</p> <p>School was and is for everyone.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To order events in Mary and Ruby's life chronologically <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use picture evidence to help find out about the past. • With support, use evidence to ask questions about the past. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To understand what happened to Mary and Ruby giving reasons why. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To know how schools in America changed over time. • To learn about segregation and equality (fairness). <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To compare school before and after integration. • To foster an understanding of fairness. <p><u>Historical Enquiry</u> Equality of education: Then and Now.</p>	<p>America court equality fair integration marshal past segregation separate slave</p>
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<p>Summer 1</p>	<p>Great Fire of London The Great Fire of London: A catastrophe. True or false?</p>	<ol style="list-style-type: none"> 1) To describe what London was like in 1666. 2) To recall where and how the Great Fire of London started. 3) To explain why the Great Fire of London spread. 4) To analyse firefighting equipment and its role in ending the Great Fire of London. 5) To recall the events of the Great Fire of London. 6) To identify change that happened because of the Great Fire of London. 	<p>The fire happened in 1666 and lasted for four days.</p> <p>The fire started in a bakery on Pudding Lane, in London, because Thomas Farriner's oven caught fire.</p> <p>The fire spread for many reasons: it was windy; they had had a long, hot and dry summer; and the houses were made of wood and straw.</p> <p>Londoners tried to put the fire out using hooks, water squirters and leather buckets full of water; there were no fire engines.</p> <p>After the fire, bricks were used to build houses instead of wood and the fire brigade was started.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To order the events chronologically <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use picture evidence to help me find out about the past. • To study evidence and discuss findings. • To know ways in which we can find out about the past. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To recognise why a historical event happened. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To describe what happened after the Great Fire of London and how these changes have continued into the 21st century. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To use artefacts and diaries entries to compare similarities and differences. • To identify some of the difference ways the past has been represented. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To recognise why certain individuals are significant in history. 	<p>London Diary 1666 Fire the past the present timeline change Samuel Pepys</p>
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Year 2

Autumn 1	Castles A home or a fortress?	1) To know why and where a monarch had a castle built.	<table border="1"> <tr> <td>1066 William the Conqueror</td> <td>2023 King Charles III</td> </tr> </table>	1066 William the Conqueror	2023 King Charles III	<p><u>Chronology</u></p> <ul style="list-style-type: none"> To show dates within a timeline. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> With support, use evidence to ask and answer questions about the past. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> To understand why castles were built and consequences of these actions. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> To describe changes and historical events. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> To compare similarities and differences between different castles. To begin to explain differences uses of castles then (William 1) and now (King Charles 111). <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> To talk about key events of a castle. 	<p>Anglo-Saxon arrow attack battle castle defend drawbridge fortress Lord medieval moat monarch Norman now past settlement tapestry</p>
		1066 William the Conqueror	2023 King Charles III				
<p>2) To identify and name exterior features of a castle – as a home and as a fortress.</p> <p>3) To learn from first-hand experience how a castle could be a home or a fortress - Lincoln Castle visit.</p> <p>4) To identify and name interior features of a castle -as a home and as a fortress.</p> <p>5) To use historical vocabulary to compare key people in and around a castle – in times of peace.</p> <p>6) To use historical vocabulary to compare key people in and around a castle – in times of attack / defence.</p> <p>7) To explain why a monarch built a castle.</p>	<p>A monarch is a person who rules over a kingdom.</p> <p>Long ago, William I was a monarch who protected his throne by building castles. Now, King Charles III is the monarch; he lives in a castle.</p> <p>Exterior parts of a castle include a tower; moat; arrow slits; drawbridge; gatehouse; portcullis and battlements.</p> <p>Interior parts of a castle include a well; chapel; kitchen; great hall; bed chamber.</p> <p>Tapestries can tell a story from long ago. They were made to decorate a castle wall and bring warmth.</p> <p>Jobs included cooks; servants; priest; and knights.</p> <p>In medieval times castles were needed for protection from invaders.</p> <p>Castle defenses: moat; stonewalls; soldiers; storerooms; gatehouse; and battlements.</p> <p>Castle attack techniques: catapults; battering rams; ladders; siege; fire; and digging.</p>						



<p>Spring 1</p>	<p><u>Queen Victoria:</u> A witness to important inventions: True or False?</p>	<p>1) To develop knowledge from historical sources to find out about the past (steam railway).</p> <p>2) To ask and answer an historical question: How did people in Queen Victoria's time send a letter?</p> <p>3) To answer an historical question using historical sources of evidence.</p> <p>4) To know and use historical vocabulary when answering a question. How did the invention of the telephone help with communication?</p> <p>5) To use historical sources to know and understand that the invention of the lightbulb was important.</p>	<table border="1" data-bbox="808 331 1214 405"> <tr> <td>1066 William the Conqueror</td> <td>1837 Queen Victoria</td> <td>2023 King Charles III</td> </tr> </table> <p>In the past, Queen Victoria was the Queen of England. Today, King Charles III is the King of England.</p> <p>In Victorian times, steam railways made travelling easier than before; it was known as an iron horse.</p> <p>The Penny Black stamp was invented in Victorian times to make paying for postage easy.</p> <p>Typewriters were invented in Victorian times to improve communication.</p> <p>A major invention in Victorian times included the telephone which changed the world forever.</p> <p>In 1879, Thomas Edison invented the first light bulb.</p>	1066 William the Conqueror	1837 Queen Victoria	2023 King Charles III	<p><u>Chronology</u></p> <ul style="list-style-type: none"> To discuss events from a historical period and relate them to a timeline. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> To use paintings and letters as evidence to help me find out about the past. With support, I can use evidence to ask questions about the past. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> To understand that inventions during the Victorian era, influence communication today. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> To describe the change after the inventions of the steam railway, stamp, telephone and lightbulb. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> To compare the effectiveness of the inventions during the Victorian era to modern day. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> To recognise why certain individuals and inventions are significant in history. 	<p>invention inventor light bulb monarchy penny black stamp Queen Victoria steam railway telephone typewriter witness</p>
1066 William the Conqueror	1837 Queen Victoria	2023 King Charles III						



<p>Summer 1</p>	<p>Robin Hood Why is Robin Hood important for Nottinghamshire?</p>	<ol style="list-style-type: none"> 1) To understand the historical setting of Robin Hood. 2) To identify key historical figures and their roles from the time of Robin Hood. 3) To learn about the feudal system. 4) To explore the themes of power – (justice and morality) during time of Robin Hood. 5) To reflect on why the legend of Robin Hood is important for Nottinghamshire today. 	<p>After conquering England, William the Conqueror rewarded his closest supporters with large areas of land to manage on his behalf, often known as the feudal system.</p> <p>The feudal system brought inequality to many people – huge differences in wealth and land for the rich and the poor.</p> <p>A document called the Magna Carta (1215) – gave power and laws to the monarch and rich nobles. It was written using oak gall ink.</p> <p>King Richard the Lionheart had a brother John who misruled England whilst Richard was away fighting.</p> <p>The legend of Robin Hood says that he was an outlaw from Nottingham who stole from the rich to give to the poor.</p> <p>Robin Hood is believed to have lived in Sherwood Forest, in Nottinghamshire, with his band of Merry Men.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To discuss events from a historical period. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use evidence to justify explanation. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To understand the way people acted in the past and the consequences that those actions. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To describe changes and historical events. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To explain differences how life has changed over time. • To compare similarities and differences in jobs of men and women. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To describe significant people and events from the past and explain why they are important. 	<p>archer economy feudal system forest hideout legend medieval monarch Nottinghamshire oak tree oak gall outlaw sheriff taxes</p>
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Year 3



Autumn 2	<p style="text-align: center;"><u>Stone Age to Iron Age</u> What changes have occurred in Britain from the Stone Age to the Iron Age?</p>	<ol style="list-style-type: none"> 1) To understand the term 'prehistory' and how the Stone Age was split into three different time periods. 2) To explore primary sources of evidence from the Stone Age. 3) To find out how hunter gatherers lived in Stone Age Britain. 4) To look at the changes made during the Mesolithic period to the lives of people in the Stone Age. 5) To use research to explain the changes in the Neolithic period to the lives of people in the Stone Age. 	<p>The stone-age period is said to have started around 3 million years ago. During this time, humans used stone to make tools.</p> <p>The stone-age was followed by the bronze-age period. This is when humans started to use metal.</p> <p>The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.</p> <p>In the early stone-age, hunter-gatherers travelled from place to place, hunting for food or collecting fruits and nuts.</p> <p>Towards the end of the stone-age, humans began to settle in one place and farm the land.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To place ages in order of time and understand the meaning of their names. • To use BC <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To observe evidence about the past and come to conclusions based on what has been seen. • To explain how we find prehistoric evidence. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To suggest causes of the main events within prehistory. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To begin to explain changes over a long period of history. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To describe similarities and differences between the Stone Age, Bronze Age and Iron Age. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To suggest suitable sources of evidence to find out about significant events. 	<p>asset AD BC farming hill-fort hunter-gatherer Mesolithic Neolithic palaeolithic prehistory settlement Stone Age threat</p>
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Spring 1	<p style="text-align: center;">Stone Age to Iron Age</p> <p style="text-align: center;">What changes have occurred in Britain from the Stone Age to the Iron Age?</p>	<ol style="list-style-type: none"> 1) To explore different theories about the building of Stonehenge. 2) To describe some ways in which life changed from the Stone Age to the Bronze Age. 3) To understand how grave goods can give us information about the past. 4) To understand how hillforts changed life during the Iron Age. 5) To explain how life changed in Britain from the Stone Age to the Iron Age. 	<p>The stone-age period is said to have started around 3 million years ago. During this time, humans used stone to make tools.</p> <p>The stone-age was followed by the bronze-age period. This is when humans started to use metal.</p> <p>The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.</p> <p>In the early stone-age, hunter-gatherers travelled from place to place, hunting for food or collecting fruits and nuts.</p> <p>Towards the end of the stone-age, humans began to settle in one place and farm the land.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To place ages in order of time and understand the meaning of their names. • To use BC <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To observe evidence about the past and come to conclusions based on what has been seen. • To explain how we find prehistoric evidence. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To suggest causes of the main events within prehistory. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To begin to explain changes over a long period of history. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To describe similarities and differences between the Stone Age, Bronze Age and Iron Age. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To suggest suitable sources of evidence to find out about significant events. 	<p>asset AD BC farming hill-fort hunter-gatherer Mesolithic Neolithic palaeolithic prehistory settlement Stone Age threat</p>
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Summer 1	<p style="text-align: center;"><u>Ancient Egypt</u> Ancient Egyptians- Awful or Awesome?</p>	<ol style="list-style-type: none"> 1) To use a timeline to explore key events from Ancient Egyptian times. 2) To understand the importance of the River Nile in Ancient Egypt. 3) To find out about some of the most famous Egyptian Pharaohs. 4) To discover how and why the Ancient Egyptians built the pyramids. 5) To understand the different stages of the mummification process. 6) To use sources to compare Ancient Egyptian Gods and goddesses. 7) To discover what Egyptian hieroglyphs looked like. 8) To investigate the discovery of Tutankhamun's tomb and its importance on our understanding of Ancient Egypt. 	<p>The River Nile was essential to life in Ancient Egypt for water, food and transportation.</p> <p>The Ancient Egyptian civilisation began around 3100 BC.</p> <p>They believed in an after-life and had many different gods and goddesses.</p> <p>They used a writing system made up of symbols called hieroglyphics.</p> <p>The leader of the country was called a pharaoh and was also believed to be a god.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To place events, artefacts and historical figures on a timeline with dates. • To begin to use BC and AD <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To suggest suitable sources of evidence for historical enquiries. • To use more than one source of evidence to gain a more accurate understanding. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To suggest causes and consequences of the main events with a period. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To begin to explain changes and reasons for change over time. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To compare the similarities and differences between Egyptian gods. <p><u>Historical Significance</u></p> <p>To describe significant people and events from the past and explain why they are important.</p>	<p>AD artefacts after-life Ancient, era BC chronology mummification pharaoh pyramid River Nile tomb</p>
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Year 4

Autumn 2	<p>Coal Mining</p> <p>How does the local landscape change from pit to park?</p>	<ol style="list-style-type: none"> 1) To know how coal is formed, what it is used for and where it can be found in the local area. 2) To understand the conditions and equipment of coal mining from the Victorian period to modern day. 3) To analyse equipment to explain how miners kept safe in Sherwood Colliery and other mines. 4) To understand the impact Sherwood Colliery had on the local area. 5) To analyse a local historical event and provide judgement. 6) To evaluate the changes upon the landscape and the local community after coal mining. 	<p>Coal is formed of layers of dead plants and trees from millions of years ago that have become buried deep underground.</p> <p>Coal is a fossil fuel that can be used to produce power.</p> <p>We get coal by digging it out from underground in coal mines.</p> <p>There used to be many coal mines in Nottinghamshire that distributed coal nationally; the nearest to our school was Sherwood Colliery.</p> <p>Land use has changed greatly since all the coal mines closed down. Today, land is often used for housing, woods or parks.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To discuss events in order. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To observe evidence about the past and come to conclusions based on what has been seen. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To understand the cause of the miners' strike and the consequence of this event. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To explain the change that happened to the landscape as a result of the changes. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To explain similarities and differences of the peoples involved with mining and the miner's strike. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To discuss the importance of people and events in time and the significant impact they had on society. 	<p>coal coal face colliery headstocks hurrier local pit ponies shaft snap tin thruster trapper</p>
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Spring 1	<p style="text-align: center;">Children in Victorian Times Were Victorian children treated with respect?</p>	<ol style="list-style-type: none"> 1) To use key events from a Victorian Britain timeline to answer key events. 2) To compare life for children from the Victorian era and today. 3) To compare childhood from different social classes. 4) To analyse the positive impact Lord Shaftesbury had on the lives of working-class children in the Victorian era. 5) To analyse Victorian schools and the pupil's experiences. 6) To conclude if British values were upheld for children in Victorian Britain. 	<p>The 1833 Factory Act prevented children under nine years old from working in factories.</p> <p>The 1842 Miners' act prevented women, girls and boys under 10 from working underground.</p> <p>Poor people – including children – had to work hard in factories, mines, workhouses or as chimney sweeps.</p> <p>Rich people could afford treats like holidays, fancy clothes, and even telephones.</p> <p>Lord Shaftesbury was instrumental in improving working conditions for children by increasing the working age.</p> <p>After the Education Act of 1870 was passed, many schools were built with a focus on reading, writing and arithmetic.</p> <p>Schools in Victorian times were different from today: all children wrote with their right hand, the cane and a dunce's hat were punishments, boys and girls were separated, and schools were very strict.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To discuss events of the Victorian era in order. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To observe evidence about the past and come to conclusions based on what has been seen. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To explain the events and consequences of the treatment of children. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To explain the how events have led to change and how this has continued into modern day. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To explain similarities and differences between children's experiences from the Victorian era to modern day. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To discuss the importance of people and events in time and the significant impact they had on future society. 	<p>campaign change factories government machinery mines parliament Ragged school suffering tenants upper/working class wealthy</p> <p><u>British Values</u> <u>Vocabulary</u> Respect Rule of Law Democracy</p>
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<p>Summer 1</p>	<p>Roman Britain What did the Romans ever do for me? (Depth Study)</p>	<ol style="list-style-type: none"> 1) To identify key events from the Roman Empire. 2) To understand and analyse a Roman myth. 3) To analyse the impact of Julius Caesar. 4) To recognise and interpret the impact of the Roman Army during the invasion of Britain. 5) To analyse Boudica's rebellion on the impact of Roman's rule on Britain. 6) To understand the impact of Roman roads. 7) To know the importance of sanitation in Roman Britain and its effect on modern lives. 8) To explain the effect the Roman rule had on Britain. 	<p>Romulus was the founder of Rome.</p> <p>In AD43, the Romans first invaded Britain and Roman rule lasted until AD410.</p> <p>The Roman Empire spread across Africa to Northern Europe.</p> <p>Romans were instrumental in the development of roadbuilding, creating central heating systems and sanitation.</p> <p>Boudica, Queen of the Iceni, resisted Roman rule.</p> <p>The Roman army were famous for their battle strategies and advancements in armour.</p> <p>The Romans invaded because they wanted Britain's natural resources, including its precious metals.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To place events, artefacts and historical figures on a timeline, using dates and time (BC/AD) <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To discuss the reliability. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To describe social, ethnic, cultural and religious diversity of the past. • To describe different accounts of a historical events, explaining why some of the reasons why the account may differ. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To discuss the importance of people and events in time and the significant impact they had on future society. 	<p>army centurion Colosseum conquest empire gladiator invasion legionary legionnaire Republic romanisation Rome settlement slaves</p>
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Year 5

Autumn 2	<p><u>Anglo-Saxons and Scots</u> How did the Anglo-Saxon invaders and settlers have an impact on Britain?</p>	<ol style="list-style-type: none"> 1) To describe why, where and when the Scots and Anglo-Saxons invaded Britain. 2) To understand the Legacy of Kenneth MacAlpin in Modern Scotland. (To analyse how conflict created the landscape of modern Britain.) 3) To locate the seven Anglo-Saxon kingdoms and their names. (To understand how and why the arrival of the Anglo-Saxons changed the way Britain was ruled.) 4) To explain the importance of Alfred the Great. 5) To understand how Christianity become a dominant faith in Britain. 6) To analyse the legacy of the Anglo-Saxons and the events of 1066, including Harold Godwinson. 	<p>The Anglo-Saxons invaded Britain after the Romans withdrew in approximately 410AD.</p> <p>We refer to them as the Anglo-Saxons because the two largest tribes to invade Britain were the Angles and the Saxons.</p> <p>The Anglo-Saxons divided Britain into seven kingdoms, Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex.</p> <p>Alfred the Great unified the Kingdoms (Danelaw).</p> <p>Kenneth MacAlpin was the first King of the unified Alba (Scotland).</p> <p>Harold Godwinson was the last Anglo-Saxon King</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To use dates accurately in describing events and people <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use sources of evidence to deduce information about the Anglo-Saxons. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To describe the cause of invasion in Britain and what the consequences were. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To identify periods of rapid change in history. • To explain what changed and what continued over time when the Anglo-Saxons invaded. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To discuss similarities and differences with life in an Anglo-Saxon Britain <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To describe the social and cultural significance of a past society. 	<p>Alba Alfred the Great Angles Christianity invaders Jutes Kenneth MacAlpin kingdom paganism Picts Saxons Scots settlers</p>
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Spring 2	<p style="text-align: center;">Vikings</p> <p style="text-align: center;">The Vikings – ruthless killers or peaceful settlers?</p>	<ol style="list-style-type: none"> 1) To identify the Viking Era in Britain; recognising the reasons why the Vikings invaded from Scandinavia. 2) To describe the impact of the Viking longship on settlement and settlers in Britain. 3) To understand the reasons why trade was an essential part of Viking life. 4) To understand the importance of different roles in the Viking era. 5) To explain what changed when Danelaw was established in 876. 6) To describe the social and cultural significance of the Vikings. 	<p>The Viking era in Britain began in 793AD and ended in 1066 when the Normans, including William the Conqueror arrived.</p> <p>The Vikings were seafaring people from Scandinavia who raided and settled in Britain because of the fertile land, better climate, farming opportunities.</p> <p>The Viking longship (made from wood) were shallow enough to sail up a river but strong enough to cross an ocean.</p> <p>Vikings traded goods such as meat, fish, wood, tools, jewellery, weapons and slaves.</p> <p>Viking women looked after the children, made food, traded goods and farmed whilst the men were expanding Viking territory.</p> <p>During the 9th century, the Danelaw was a region of England, in the north-east and eastern areas, occupied by the Vikings with its own laws and customs.</p> <p>On Britain’s landscape, the Vikings left their mark. This included the growth of Christianity, the development of the English language and new technologies and trade routes to Britain.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To use date accurately in describing events and people <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use sources of evidence to deduce information about the Vikings. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To describe the cause of invasion in Britain and what the consequences were. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To identify periods of rapid change in history. • To explain what changed and what continued over time when the Vikings invaded. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To discuss similarities and differences with life in a Viking life. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To describe the social and cultural significance of a past society. 	<p>artefact invasion longship monastery raid rune ruthless Scandinavia seafaring settlers trade Viking warrior</p>
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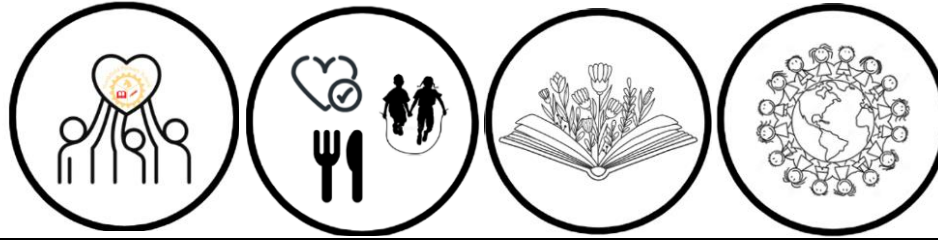


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ancient Greeks</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Can we thank the Ancient Greeks for anything in our lives today?</p>	<ol style="list-style-type: none"> 1) To know about some of the key events during the ancient Greek period. 2) To be able to use historical sources to compare education in Ancient Greece to education today. 3) To make inferences from a film clip about an aspect of life in Ancient Greece. To use written sources to make inferences about the influence of the Ancient Greek language on modern English. 4) To understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today. 5) To select and combine information from different sources about the recent past and Ancient Greece, to identify some of the similarities and differences between life in Ancient Greece and today. 6) To be able to recall and summarise previous learning to answer the topic question. 	<p>The Ancient Greek period was from c.1200BC to c. 146BC</p> <p>Ancient Greece was not a country, it was made up of city states including Athens and Sparta.</p> <p>The Olympics were first held in ancient Greece in 776 BC</p> <p>Ancient Athens is where democracy began. Listening to the opinions of other people and debating issues was an important part of this system.</p> <p>Spartan girls were taught academic subjects and how to fight.</p> <p>Athenian girls did not go to school, but many were taught how to look after the home and family. Many of our modern English words are derived from the Ancient Greek language.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To use date accurately in describing events and people. • To use BC and AD. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To suggest suitable sources for historical enquiry. • To justify the validity of sources. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To explain the concept of change over time and represent this with evidence. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To describe social, ethnic, cultural and religious diversity of the past. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion. 	<p>alphabet Athens Citizens city society city states democracy oligarchy Olympics Sparta vote</p>
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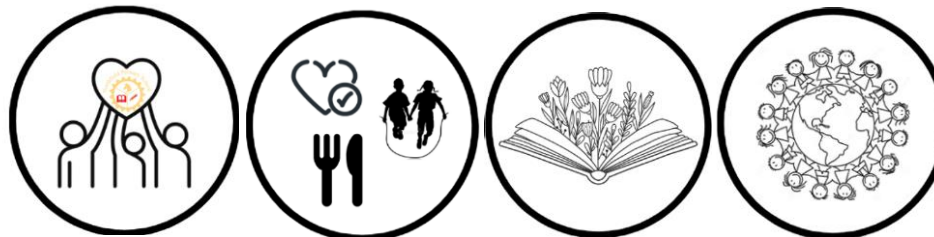


Year 6

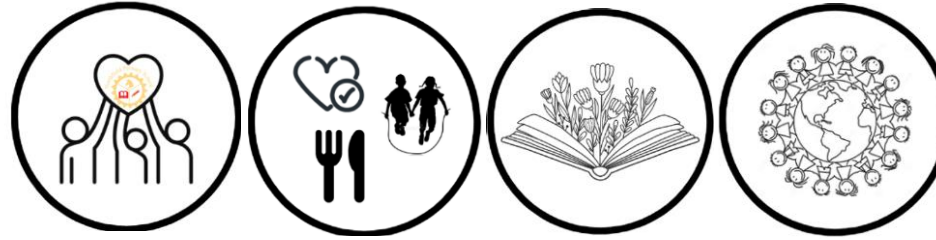
Autumn 1& 2	World War II How did the experiences of British children differ to the experiences of European, Jewish children during World War II?	<ol style="list-style-type: none"> 1) To identify the factors that led to the outbreak of World War II. 2) To know the importance of the Battle of Britain in preventing Germany invading Britain. 3) To describe the process of evacuation during WW2. 4) To explain the importance of rationing. 5) To investigate how the role of women changed during WW2. 6) To identify the difference between the lives of British children and European Jewish children during WW2. 	<p>Germany invaded Poland so Britain declared war on Germany.</p> <p>World War II started on 1st September 1939 and ended on 8th May 1945.</p> <p>The Battle of Britain was important because it hindered Germany's invasion of Britain.</p> <p>Children in Britain were evacuated out of targeted areas to protect them from bombing raids.</p> <p>Food shortages during World War I led to the introduction of rationing in World War II and afterwards.</p> <p>During World War II, woman had more empowered roles such as working in the air force and making ammunition.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To use date accurately in describing events and people. • To describe the main changes in a period of history. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use sources of evidence to form conclusions about the past. • To explain that no single source of evidence give the full answer to questions of the past. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To describe some of the causes and consequences of World War 2. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To identify how the events have led to change in the modern day. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To use appropriate historical vocabulary to compare key people and events in history. <p><u>Historical Significance</u> To describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of children.</p>	<p>Allies, axis, Blitz Evacuation Evacuee The Holocaust invasion Nazi party, Primary source propaganda, rationing, rural urban volunteer</p>
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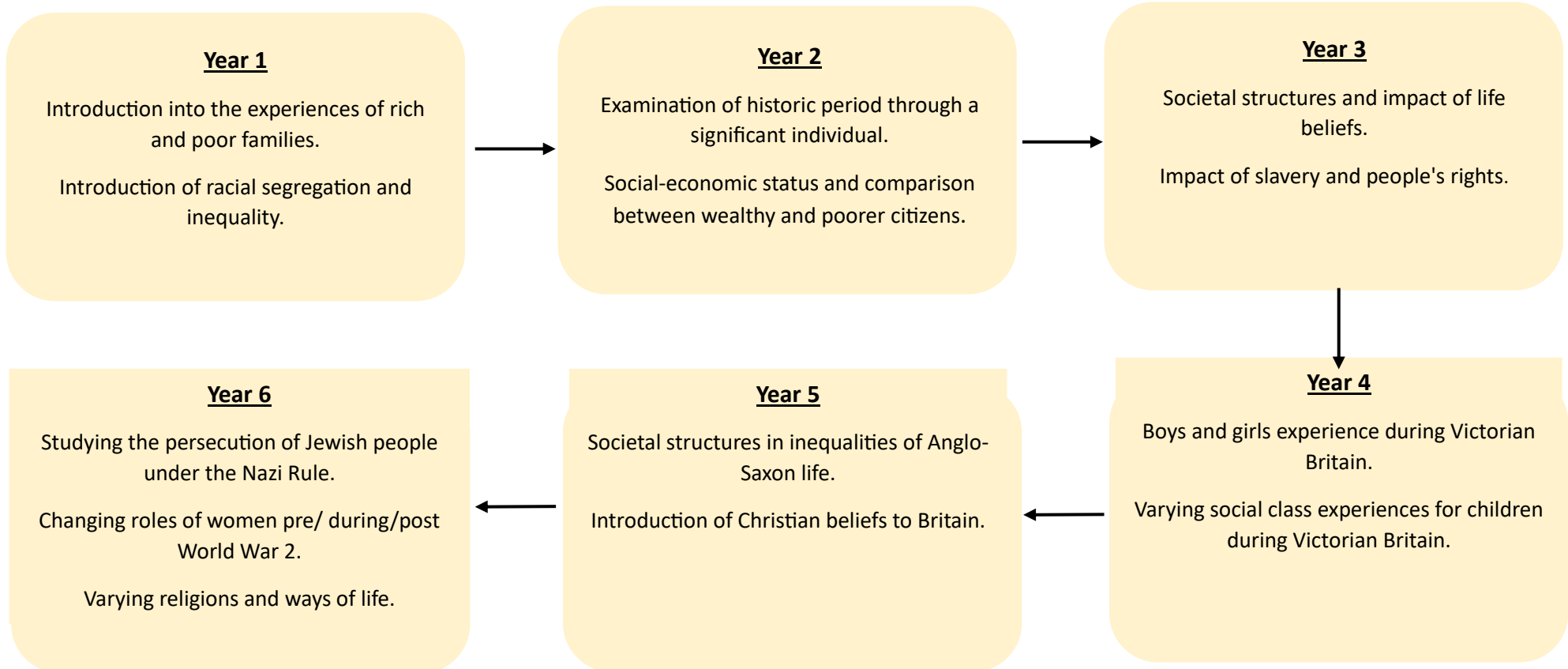
Spring 2	<p style="text-align: center;"><u>Ancient Civilizations (overview)</u></p> <p>Law and order; trade and travel; society and equality – How did Ancient Civilizations achieve these?</p>	<ol style="list-style-type: none"> 1) To compare the power structures of Ancient Egypt, Ancient Greece and Ancient Maya: including democracy and monarchy 2) To explore how religion and belief was an integral part of daily life in these Ancient Civilisations. 3) To understand each ancient civilisation traded goods (their main exports) with neighbouring civilisations. 4) To identify the different forms of transport used by the Egyptians, Greeks and Maya. 5) To identify engineering advancements within each ancient civilization. 6) To understand how architecture in each ancient civilization was similar and different. 	<p>Ancient Egypt was ruled by Pharaohs who acted and were treated like a God.</p> <p>Ancient Greece was a collection of city states each with their own leadership structure.</p> <p>Ancient Maya was a collection of city states each one ruled by a powerful leader support by priests.</p> <p>Ancient Egypt, Greece and Maya beliefs were based on polytheistic religion. Many Gods, each with an individual or particular purpose.</p> <p>Ancient Egyptian and Ancient Greek traders used boats to trade across seas and down rivers.</p> <p>Ancient Maya traded with other city states.</p> <p>Ancient Egypt and Ancient Maya societies both built pyramids but used them for different reasons.</p> <p>Ancient Maya society never invented the wheel.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To use dates accurately in describing events and people. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use sources of evidence to deduce information from the past. • To justify the validity of sources. <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To suggest causes and consequences of some of the main events and changes during the periods of Ancient Civilizations and use evidence to support my answers. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To identify periods of change within Ancient Egypt, Greece and Maya. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To describe similarities and differences in Ancient Egypt, Greece and Maya. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion. 	<p>city states equality Innovation Invention Pharaohs polytheistic religion Priests pyramids societies trade traders</p>
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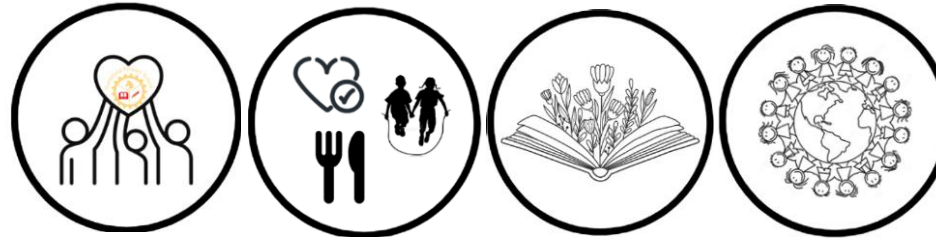
<p>Summer 2</p>	<p><u>Mayan Civilization</u> Why did the ancient Maya change the way they lived?</p>	<ol style="list-style-type: none"> 1) To identify and describe what Stephens and Catherwood rediscovered in 1839. 2) To identify and explain the purpose of Chichen Itza. 3) To identify how historians know about ancient Maya society. 4) To explain the social and religious importance of pok-a-tok. 5) To explain why the ancient Maya left their jungle cities. 	<p>Maya people today live in Mexico and four other countries in Central America; Guatemala, Belize, Honduras and El Salvador. They mainly work in farming and agriculture.</p> <p>In 1839, John Stephens and Frederick Catherwood rediscovered lost cities of the ancient Maya.</p> <p>The ruins of Chichen Itza tell us about how ancient Maya people worshipped.</p> <p>Primary sources (e.g. calendars, toys, vases, idols) tell us about how ancient Maya people lived.</p> <p>Pok-a-tok was a ball game that was used to end disputes between neighbouring cities instead of going to war.</p> <p>By 900CE (AD), most of the ancient Maya cities were abandoned and overgrown with jungle.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> • To use dates and terms accurately in describing events and people. <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> • To use sources of evidence to deduce information about the past. • To use sources of information to form testable hypothesis about the past, <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> • To describe causes of events and their consequences in Ancient Maya. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> • To identify periods of rapid change in history. • To explain the concept of continuity and change over time. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • To compare the similarities and differences between civilisations and cultures. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> • To describe the social and cultural significance of a past society. • To describe the characteristic features of the past, including ideas and beliefs. 	<p>archaeologists artefacts astronomers Chichen Itza city states Codex hieroglyphs high priests maize god Pok-a-tok ruins sacrifice</p>
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Diversity in our history curriculum



In other subjects, we study Katherine Johnson's work at NASA and her achievements for the Apollo mission. Additionally, children study Walter Tull and him being the first black officer in the British Army during WW1. Finally, children study Gandhi and how he was an inspirational figure.



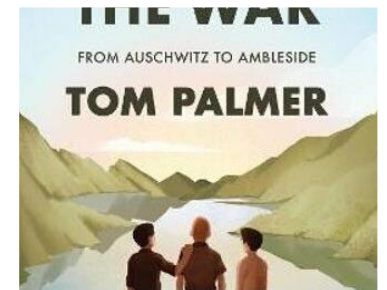
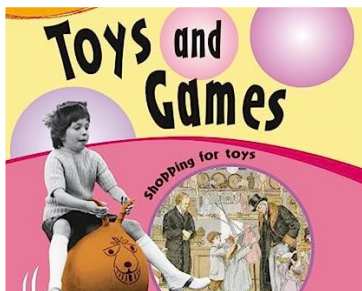
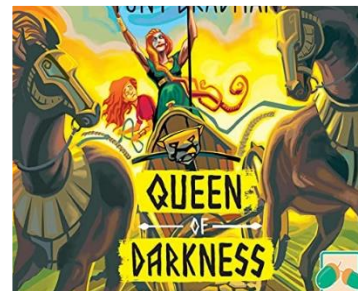
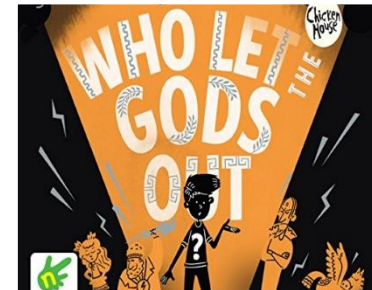
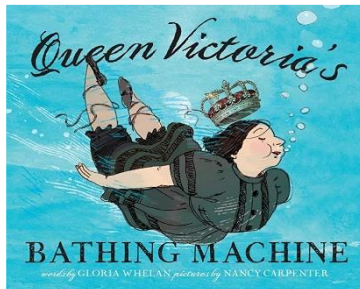
Local Links

<p style="text-align: center;"><u>Year 1</u></p> <p>Sudbury Hall in Derbyshire offers an immersive experience into the life of a Victorian child and the work they were expected to complete. Additionally, it explores toys from the past and how they have evolved through the ages from the Victorian period.</p>	<p style="text-align: center;"><u>Year 2</u></p> <p>The geography of the area of Sherwood Forest has changed significantly. The 'local legend' of Robin Hood and the reliability of historical sources.</p> <p>Places of local historical significance including Lincoln Castle.</p>	<p style="text-align: center;"><u>Year 3</u></p> <p>Creswell Crags is a spectacular magnesian limestone gorge with a large number of caves, fissures and rock shelters, many of which harboured secrets from our Prehistoric past.</p> <p>Analysis of cave paintings that date back 10,000 years before the pyramids.</p>	<p style="text-align: center;"><u>Year 4</u></p> <p>Local Coal Mining history and how it influenced the local community.</p> <p>Examination of the strikes and closure of the pit and how this affected and changed the local landscape. People's experiences of this historic period varied depending on their job.</p>	<p style="text-align: center;"><u>Year 5</u></p> <p>Nottingham was occupied by the Great Heathen Army in 867 and remained under Scandinavian control until 918, when it was occupied by Edward the Elder.</p> <p>Vikings settled and conducted trade in Snotingeham (Nottingham) during the 9th century.</p>	<p style="text-align: center;"><u>Year 6</u></p> <p>The impact of WW2 on Nottingham including the arrival of evacuees and the role of women – Visit to Holocaust Centre at Laxton.</p>



Reading at the heart of the curriculum

We read these texts for pleasure across Key Stage 1 and 2. We also have access to other books in our classroom book corners to develop our knowledge of history.





End of Foundation Stage Historian

By the end of Foundation Stage our Northfield historians know some similarities and differences between things in the past and present. Their understanding of the past is developing through settings, characters, and events in books during storytelling in class. Our youngest historians can talk about the lives of people around them and their roles in society.

End of Key Stage 1 Stage Historian

By the end of year 2, our Key Stage 1 Historians have a developing understanding of chronology and can place events, artefacts and people on a timeline using some dates and labels. Our Key Stage 1 historians are beginning to use evidence to ask questions about the past and are beginning to explain why such evidence can be trusted. Our year 2 historians can recognise that there are reasons why people in the past acted as they did and what the consequences of those actions were, describing some subsequent changes. Northfield Key Stage 1 historians can name some significant historical figures and explain why they are important using artefacts to identify similarities and differences.

End of Lower Key Stage 2 Stage Historian

By the end of year 4, our Key Stage 2 Historians chronological understanding allows them to place ages in order of time with use and understanding of BCE and CE. Our year 3 and 4 historians observe evidence, asking questions and coming to conclusions based on what they have seen. They are able to explain how prehistoric evidence has been found and understand the benefits of using more than one source of evidence for their historical enquiry to gain a more accurate understanding. Historians in Lower Key Stage 2 are questioning, discussing and evaluating the reliability of sources of evidence. They can suggest and evaluate causes and consequences of historical events explaining changes over time representing this with evidence. Finally, our wonderful year 3 and 4 historians can discuss the importance of people and events in time and the significant impact they had on society explaining social, ethnic, cultural and religious diversity.

End of Key Stage 2 Historian

Our year 6 historians leave Northfield with a developed understanding of chronology. They can use dates and terms accurately when describing events and people. Furthermore, our eldest historians can describe the main changes in a period of history using the terms social, religious, political, technological and cultural. When our historians leave Northfield, they can explain why evidence is reliable and use sources of information to form testable hypotheses about the past. Our year 6 children know that no single source of evidence gives the full answer to questions about the past and prefer to analyse a wide range of evidence to justify claims using historical vocabulary refining lines of enquiry as appropriate. By the end of the primary school journey, our historians are able to identify periods of rapid change in contrast with times or relatively little change. Their prior learning allows them to compare similarities and differences over time and how this has shaped current day practices. Finally, our leavers can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.