



Hillbourne Primary School



History Progression of Knowledge

Intent

We want children leaving Hillbourne school to be able to:

- Review Historical information
- Know how the past has impacted on our lives today
- Understand connections between local, regional and national history
- Understand history as a chronological narrative

Implementation

Our local area is full of history. Throughout their time at Hillbourne, children will learn about where we can see the impact of history in our local area such as the RNLI (from the Grace Darling topic in Year 1), to how the local area was bombed during WW2. Where possible, topics are linked with the local area, visitors or with the experiences that the children have whilst at Hillbourne Primary School. The history curriculum aims to ignite children’s love for history, preparing them with essential knowledge throughout their education. This begins with EYFS where the foundation is laid through the knowledge and vocabulary where children develop a sense of past and present, through stories and their own experiences which enables them to access history content in KS1.

The history units have been carefully chosen to cover as wide-ranging content as possible without compromising depth, breadth and coherence. From ancient civilisations (Egypt, Rome, Maya) and prehistoric Britain (Iron Age, Stone Age); looking at law and power across the ages to understanding invasion and migration and exploitation. The curriculum aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time- from Aristotle to Nelson Mandela.

The history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. It has been designed to be both knowledge-rich and coherently sequenced with repeated encounters in different contexts. Knowledge means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history such as ‘empire’, ‘monarchy’ and ‘invasion’, and disciplinary historical concepts such as evidence, causation, significance and interpretation. The history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. The curriculum content increases in range, depth and complexity as pupils move through the school.

Key Threads

At Hillbourne Primary, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Hillbourne. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in History. The key threads are:

Interpreting Evidence	Cause and Consequence	Change and Continuity	Similarity and Difference	Significance- People, Places and Events	Chronology
-----------------------	-----------------------	-----------------------	---------------------------	---	------------

Curriculum Overview

	Unit 1	Unit 2	Unit 3
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>		
Year 1	<p><u>The Royal Family</u> Children will learn about the monarchy and the role the monarch plays in modern UK life. They learn about the Royal family and the role of the monarchy and discover similarities and differences throughout the UK during the different monarchs' reigns Concepts: Monarchy, Democracy, Empire</p>	<p><u>Grace Darling</u> Children discover who Grace Darling was and why she is remembered today for her work on saving people at sea. They look at motives behind her actions and note how sea rescue has changed over time. Children discuss her legacy and how we know about her actions even though they happened long ago Concepts: Exploration, Invention and Technology</p>	<p><u>The Seaside then and now</u> Children use images and prior knowledge to identify the key features of a beach holiday. They compare beach holidays in the past to now, highlighting the impact the railways had on travel to coastal areas which made them more popular Concepts: Invention and Technology, Settlement</p>
Year 2	<p><u>Nelson Mandela and Rosa Parks</u> Children delve into the lives, work and legacy of inspirational figures Rosa Parks and Nelson Mandela. They identify their differing fights for equality against discrimination and discuss their legacy in the world today Concepts: Beliefs</p>	<p><u>The Great Fire of London</u> Children discover the causes of The Great Fire of London and the roles played by the Lord Mayor and King Charles II during The Fire. They encounter Samuel Pepys and learn how he documented the Fire in his famous diary, as well as Christopher Wren, a key figure in the design and building of a new city Concepts: Settlement, Religion, Monarchy</p>	<p><u>Pirates and Smugglers</u> Children look at local history when discovering the role of pirates and smugglers within our locality. They look at the lives of Harry Paye and Henry Strangeways and explore the history of smuggling and why it occurred Concepts: Trade, Settlement, Exploration</p>
Year 3	<p><u>Ancient Britain- Stone Age to Iron Age</u> Children discover what life was like in Ancient Britain, and how life changed from the Stone Age to the Bronze Age and finally Iron Age. They uncover how settlements changed as farming was introduced and how religion, technology, travel and trade led to life during the period changing Concepts: Settlement, Religion, Invasion</p>	<p><u>Ancient Egypt</u> Children are transported back to 3150BC to Ancient Egypt. They discover the traditions of this ancient civilisation, looking at key people and practices. They uncover the role the river Nile played in life during the time and explore invention and trade Concepts: Empire, Invention and Technology, Trade</p>	<p><u>Corfe Castle</u> Children learn about and visit the local castle ruin of Corfe Castle. They uncover the history of the castle under the Bankes family during the English Civil War. They explore why the castle has historical significance and what it can still tell us about the past Concepts: Settlement, Democracy, Invasion</p>
Year 4	<p><u>The Roman Empire</u> Children will explore life during Roman times, discovering how the Romans invaded Europe and the UK. They uncover the technology and invention that the Romans developed and how the Roman occupation of the UK is still seen today Concepts: Empire, Invasion, Invention and Technology</p>	<p><u>Journeys- Shackleton and the Titanic</u> Children learn about the journey of Sir Ernest Shackleton and his expeditions to the Antarctic. They also uncover the journey and ultimate demise of the Titanic, which departed from nearby Southampton Concepts: Exploration, Invention and Technology</p>	<p><u>Tudors- Henry VIII</u> Children explore the Tudor period and the significant changes brought about in the era, mainly due to King Henry VIII. They look at hm in detail and explore why he is one of the most famous monarchs Concepts: Monarchy, Democracy, Religion</p>
Year 5	<p><u>The Maya</u> Children explore who the Maya were and why their civilisation is learnt about today. They understand how the civilisation developed and then declined and discuss how the landscape impacted this. They learn about their achievements and religious beliefs Concepts: Religion, Settlement</p>	<p><u>Ancient Greece</u> Children delve into life in Ancient Greece, identifying what life was like and how Greece was governed during the time. They compare different Greek cities and discuss the Greek polytheistic belief system. They end by highlighting the impact the Ancient Greeks have had on life today Concepts: Democracy, Religion</p>	<p><u>Anglo-Saxons and Scots</u> Beginning with the fall of Roman occupation in Britain, children learn about the Saxon and Scots invasions. They focus on the 7 kingdoms when looking at how Britain was ruled. They look at religion and significant individuals during the time Concepts: Empire, Invasion, Beliefs</p>
Year 6	<p><u>The Vikings</u> Having previously focused on the Anglo-Saxon settlers, children discover the Viking invasions during this time in British history. They explore how this impacted the Anglo-Saxons and how they agreed to live together. They pick out features of Viking life such as religion, law and justice, before ending by looking at the Norman conquest Concepts: Religion, Settlement, Trade, Invasion</p>	<p><u>World War II</u> Children begin by looking at the causes of WWII and then move to considering key points during the war, the Battle of Britain and the Blitz. They look at life on the Home Front and the impact on evacuees. They also discuss the impact the war had on our locality Concepts: Empire, Invasion</p>	<p><u>Women in Parliament</u> This unit starts with a mini unit on ancient civilisations, focusing on giving an overview of where and when the first civilizations appeared. The children then focus on democracy within the UK, learning about the Houses of Parliament. They discuss the changing roles of women as MP's Concepts: Democracy, Monarchy, Beliefs, Empire</p>

Curriculum Organisation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>					
Year 1	The Royal Family		Grace Darling		The seaside- then and now	
Year 2	Nelson Mandela and Rosa Parks		The Great Fire of London		Pirates and Smugglers	
Year 3	Ancient Britain		Ancient Egypt		Corfe Castle	
Year 4	The Roman Empire		Journeys		Tudors- Henry VIII	
Year 5	The Maya		Ancient Greece		Anglo-Saxons and Scots	
Year 6	The Vikings		World War II		Women in Parliament + Ancient Civilisations Mini Unit	

Historical Concepts

Throughout our history curriculum, we have a number of historical themes that allow our children to develop their understanding of key historical terminology and concepts. We ensure that these concepts are recapped within different historical contexts so that the children are able to make connections and continually revisit and build their understanding. Throughout our History curriculum, we endeavour to develop the children’s understanding of these key concepts through exposure in different contexts.


	Our Definition	Coverage
Empire	An empire is a group of countries ruled by a single monarch or stage. We live in the British Empire meaning that a number of other countries have the monarch (currently Queen Elizabeth) as their head of state. By studying empires throughout history, children will understand how historians have interpreted events in different ways and how viewing past historical events with our current 21st century values can be difficult to comprehend and accept.	Year 1 Year 3 Year 4 Year 5 Year 6
Settlement	Settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land. By learning about the concept of settlement through history, children develop the understanding of how people’s day to day lives have changed over time.	Year 1 Year 2 Year 3 Year 5 Year 6
Invasion	Invaders are an army or country that uses force to enter and take control of another country. This could be opposition over positions, interests or values. Disagreements and conflict can occur in everyday lives. Our pupils will learn about the impact and consequences that invasion and conflict which goes unresolved has had upon our world, nation and local group.	Year 3 Year 4 Year 5 Year 6
Monarchy	A monarchy is a government that is where a person (the monarch) is head of state for life or until they abdicate. We live in a monarchy and therefore by studying this concept through time, children will understand how monarchies can vary.	Year 1 Year 2 Year 4 Year 6
Democracy	Democracy is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the “people”. The word democracy describes a form of government. The word comes from two Greek words that mean “rule by the people.” In a democracy the people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote. By studying democracy as a key concept, children will learn how democracy has developed over time and in different contexts.	Year 1 Year 3 Year 4 Year 5 Year 6
Invention and Technology	An invention is a unique or novel device, method, composition or process. Within a historical context, inventions have allowed the world we live in to continually develop and change. By understanding invention, children will understand how things have changed and how the past has influenced the present.	Year 1 Year 2 Year 3 Year 4
Exploration	Exploration is the act of searching for the purpose of discovery of information or resources. By looking at exploration, the children will discover how our understanding of the world around us has changed, and link this with invention, by understanding how technology has developed.	Year 1 Year 4
Trade	Trade is the buying and selling of goods and services. Goods are objects that people grow or make—for example, food, clothes, and computers. Services are things that people do—for example, banking, communications, and health care. People have traded since prehistoric times. Today most countries take part in international trade, or trade across country borders. By understanding trade in history, children will see how it has developed over time and how many actions are influenced by trade.	Year 1 Year 3 Year 6
Beliefs	Beliefs is an important concept to study to help children understand how not everyone has the same thoughts and how these can change over time. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past	Year 2 Year 5 Year 6
Religion	Religion is the belief in and worship of a superhuman controlling power, especially a personal God or gods, usually in a place of worship. BY learning religion within historical context, children will be able to recognise the role religion has played in history and give reasons for this.	Year 2 Year 3 Year 4 Year 5 Year 6



Historical Enquiry Knowledge



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	<ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories and artefacts) 	<ul style="list-style-type: none"> Ask and begin to answer questions about the past considering chronology, cause, similarity/difference, events (e.g. When? What happened? What was it like...? Why? Who was involved?) 	<ul style="list-style-type: none"> Ask and answer questions about the past considering chronology, cause, similarity/difference and change 	<ul style="list-style-type: none"> Ask and answer questions about the past, considering chronology, cause, similarity/difference, change and significance 	<ul style="list-style-type: none"> Ask and answer a range of questions about the past, considering chronology, cause, similarity/difference change and significance. Realise that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> Ask and answer a range of questions about the past, considering chronology, cause, similarity/difference change and significance.
Planning	<ul style="list-style-type: none"> Begin to suggest where you might find useful information that will answer questions 	<ul style="list-style-type: none"> Prepare a short plan of where you intend to find the answers to your question Understand some ways we find out about the past (e.g. using artefacts, pictures, stories, diaries, news reports and websites) 	<ul style="list-style-type: none"> Prepare a short plan that outlines their enquiry questions and suggests the sources of evidence they plan to use to help answer questions Suggests sources of evidence from a selection provided to use to help answer questions 	<ul style="list-style-type: none"> Prepare a short plan that outlines their enquiry questions, suggests the sources of evidence they plan to use and why they have chosen them Understands the difference between primary and secondary sources of evidence 	<ul style="list-style-type: none"> A plan demonstrates that they have considered the key historical concepts (evidence, cause, change, similarity/difference and significance) in their approach. Chooses reliable sources of evidence to answer questions. 	<ul style="list-style-type: none"> A plan demonstrates that they have considered the key historical concepts (evidence, cause, change, similarity/difference and significance) in their approach. Selects the most appropriate source of evidence for particular tasks.
Researching	<ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories, artefacts) Recall how things change over time Begin to identify and recount some details about the past from sources (e.g. pictures, stories) 	<ul style="list-style-type: none"> Look carefully at sources such as pictures, eye-witness accounts, photos, artefacts, historic buildings and visits or objects to find information about the past Identify the key features of events or characteristics of people stories 	<ul style="list-style-type: none"> Use printed sources such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits to collect information about the past Identify key dates, periods, causes, similarity/difference and change in their area of enquiry 	<ul style="list-style-type: none"> Begin to suggest suitable sources of evidence to use to help answer questions Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Understand that knowledge about the past is constructed from a variety of sources 	<ul style="list-style-type: none"> Choose from a range of sources. Organise the workload. Clarify what you are looking for and the key words that might prove useful for research. Take succinct notes of the most relevant information. 	<ul style="list-style-type: none"> Choose the most relevant sources. Choose the most relevant details and organise notes into a format that can be shared with others.
Analysing	<ul style="list-style-type: none"> Identify similarities and differences between their own lives and events or people they study 	<ul style="list-style-type: none"> Identify why people in the past did things as they did 	<ul style="list-style-type: none"> Identify and begin to describe historically significant, people events and situations 	<ul style="list-style-type: none"> Identify and give reasons for/causes of historical events, situations and changes Identify some of the results of historical events, situations and changes. Identify and describe historically significant people and events 	<ul style="list-style-type: none"> Consider how the information corroborates or contradicts other sources. Begin to consider the perspective of the creator of a source. 	<ul style="list-style-type: none"> Find the counter arguments. Consider the credibility, relevance and user friendliness of sources. Consider the origin and context of the source and the perspective, audience and motive of the creator.

<p>Critically Evaluating</p>	<ul style="list-style-type: none"> Recall why events happened Recall why people did what they did Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking) 	<ul style="list-style-type: none"> Identify causes, similarities and differences from sources of evidence Identify where and how information about the same aspect of enquiry is represented in different ways 	<ul style="list-style-type: none"> Begin to evaluate the reliability of sources 	<ul style="list-style-type: none"> Evaluates the usefulness and accuracy of different sources of evidence Be aware that different versions of the past may exist and begin to suggest reasons 	<ul style="list-style-type: none"> Evaluate the credibility, relevance and user friendliness of sources. Begin to consider bias in the sources. 	<ul style="list-style-type: none"> Evaluate the credibility, relevance and user friendliness of sources. When evaluating credibility, consider who created it, their perspective, their audience and their motive.
<p>Interpreting</p>			<ul style="list-style-type: none"> Look at 2 versions of same event and identify differences in the accounts 	<ul style="list-style-type: none"> Describe some of the similarities and differences between different periods 	<ul style="list-style-type: none"> Use the information gathered through research and begin to suggest possible cause, changes that occur over time and degree of significance around events and people. 	<ul style="list-style-type: none"> Suggest possible cause, changes that occur over time and degree of significance around events and people.
<p>Drawing Conclusions</p>		<ul style="list-style-type: none"> Recall what happened, what you found out and why this is the case 	<ul style="list-style-type: none"> Begin to draw conclusions, using the evidence, about the cause(s) of the aspect of study Devise summative answers to their enquiry questions 	<ul style="list-style-type: none"> Use evidence to draw conclusions, explaining what you have found out and why you believe it to be true Gives reasons why there may be different accounts of history 	<ul style="list-style-type: none"> Form own opinions about similarities/differences, cases, change and significance in historical events and the lives of historical figures. 	<ul style="list-style-type: none"> Share conclusions about similarities/differences, causes, change and significance in historical events and the lives of historical figures clearly orally or in writing.
<p>Organising, Communicating and Presenting Findings</p>	<ul style="list-style-type: none"> Communicate understanding of the past in drawings, diagrams, sentences, sharing orally with an individual or audience Order events in 100's on a timeline 	<ul style="list-style-type: none"> Describe findings about objects, people and events Communicate understanding of the past in drawings, diagrams, written paragraphs, sharing orally with an individual or audience Write simple stories and recounts Write some dates correctly Communicate using most of the key vocabulary 	<ul style="list-style-type: none"> Presents findings about the past using speaking, writing, ICT and drawing skills Discuss different ways of presenting information for different purposes. (e.g. written explanation/tables and charts/labelled diagram) Share significant dates and times Share understanding and new knowledge using key vocabulary 	<ul style="list-style-type: none"> Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Construct and organise responses by selecting relevant historical data Discuss the most appropriate way to present information, realising that it is for an audience Uses dates and chronological terms Use subject specific words 	<ul style="list-style-type: none"> Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Independently choose the most appropriate way to present information to an audience Use dates and chronological terms accurately. Use terminology that clearly describes the historical period and context. 	<ul style="list-style-type: none"> Present their enquiry question, their chosen research method, their observations, interpretations and conclusions. Present information in an organised and clearly structured way. Present information in the most appropriate way Make use of different ways of presenting information. Make accurate use of specific dates and chronological terms and use these to describe the chronology Use terminology that helps to describe the significance

Historical Process Knowledge

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Objectives	<p><i>Understanding the World Past and Present (ELG)</i></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>			
<p>Chronology</p> 	<ul style="list-style-type: none"> • Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now • Organise events using basic chronology, recognising that things happened before they were born 	<ul style="list-style-type: none"> • Sequence some events or 2 related objects in order • Use simple chronological words and phrases: old, new, young, days, months • Recall parts of stories and memories about the past • Begin to use dates 	<ul style="list-style-type: none"> • Puts 3 people, events or objects in order using a given scale • Use words and phrases relating to passing of time such as recently, before, after, now, later • Tell others about an event and use past and present tense appropriately • Refer to some key dates 	<ul style="list-style-type: none"> • Use timelines to place events in order • Understand how timelines can be divided into BC and AD • Use words and phrases related to periods of time: BC, AD, century, decade 	<ul style="list-style-type: none"> • Put events, people, places and artefacts on a timeline • Name and place dates of significant events from the past on a timeline • Divide recent history into present, using 21st century, and the past using 19th and 20th centuries • Use correct terminology to describe events in the past • Develop increasingly secure chronological knowledge and understanding of, local, British and world history 	<ul style="list-style-type: none"> • Use timelines to place and sequence local, national and international events • Sequence historical periods • Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period • Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today • Identify changes within and across historical periods 	<ul style="list-style-type: none"> • Use timelines to place events, periods and cultural movements from around the world • Name the date of any significant event studied from the past and place it correctly on a timeline • Use timelines to demonstrate changes and developments in culture, technology, religion and society • Describe main changes in a period in history using words such as: social, religious, political, technological and cultural • Know and understand the history of these islands as a coherent, chronological narrative

<p style="text-align: center;">Interpreting Evidence</p> 	<ul style="list-style-type: none"> • Use photographs to talk about their family's past • Know that photographs tell stories about our past • Use images to show familiar situations in the past (e.g. homes, schools, transport) • Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences 	<ul style="list-style-type: none"> • Finds answers to simple questions about the past from sources of evidence (e.g. pictures, stories, artefacts) • Begin to suggest where you might find useful information that will answer questions • Use sources of evidence to begin to identify and recount some details about the past • Use sources of evidence to identify similarities and differences between their own lives and events or people they study 	<ul style="list-style-type: none"> • Know that a source is where they find the information from • Look carefully at sources of evidence such as pictures, eye-witness accounts, photos, artefacts, historic buildings and visits or objects to find information about the past • Use evidence to identify the key features of events or characteristics of people • Use evidence to explain why people in the past did things as they did • Use evidence to identify causes, similarities and differences • Identify where and how information about the same aspect of enquiry is represented in different ways across different sources of evidence 	<ul style="list-style-type: none"> • Develop a growing awareness of different historical sources of evidence • Use printed sources such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits, to collect information about the past • Begin to evaluate the reliability of sources • Look at 2 versions of the same event and identify differences in the accounts • Begin to draw conclusions, using the evidence, about the cause(s) of the aspect of study 	<ul style="list-style-type: none"> • Understand that knowledge about the past is constructed from a variety of sources • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits, to collect information about the past • Evaluates the usefulness and accuracy of different sources of evidence • Use evidence to draw conclusions, explaining what you have found out and why you believe it to be true 	<ul style="list-style-type: none"> • Choose from a range of sources when conducting an enquiry • Make links between sources of evidence to corroborate or contradict other sources • Begin to consider the perspective of the creator of a source of evidence • Evaluate the credibility, relevance and user friendliness of sources • Begin to consider bias in the sources • Use evidence to begin to suggest possible cause and changes that occur over time and the degree of significance around events and people 	<ul style="list-style-type: none"> • Choose the most relevant sources of evidence • Summarise the evidence and organise notes into a format that can be shared with others • Seek out counter arguments in the evidence • Consider the credibility, relevance and user friendliness of sources • Consider the origin and context of the source and the perspective, audience and motive of the creator • Use evidence to draw conclusions about similarities/ differences, causes, change and significance in historical events and the lives of historical figures clearly
<p style="text-align: center;">Cause and Consequence</p> 	<ul style="list-style-type: none"> • Remembering events, losses in our past (lost toys, old friends) 	<ul style="list-style-type: none"> • Recall why events happened • Recall why people did what they did 	<ul style="list-style-type: none"> • Recognise why people did things • Recognise why some events happened • Recognise what happened as a result of people's actions or events 	<ul style="list-style-type: none"> • Answer questions about cause • Identify cause in their area of enquiry • Begin to draw conclusions about the cause(s) of historical events, actions or situations. 	<ul style="list-style-type: none"> • Ask and answer questions about cause • Identify and give reasons for/causes of historical events, actions, situations and changes • Identify some of the results of historical events, situations and changes 	<ul style="list-style-type: none"> • Determine the relative significance or importance of different factors in causing or resulting in an action or event • Begin to offer explanations about why people in the past acted as they did • Identify significant turning points, events or developments and what led to them 	<ul style="list-style-type: none"> • Identify the range of factors which combined to bring about change at any given time • Consider whether some events or developments were more important than others • Decide how, and how far, relationships helped to enable or determine an outcome

<p>Change and Continuity</p> 	<ul style="list-style-type: none"> Discuss experiences that are familiar to them and explain how these may have differed in the past 	<ul style="list-style-type: none"> Recall how things change over time 	<ul style="list-style-type: none"> Discuss change and continuity in an aspect of life (e.g. holidays) 	<ul style="list-style-type: none"> Answer questions about change Identify examples of change in their area of enquiry Describe the duration of any change Consider how people experienced, accepted, shaped or resisted change Consider the speed/rate of change-gradual, erratic, violent 	<ul style="list-style-type: none"> Ask and answer questions about change Identify the types of change (e.g. political, economic, social; cultural, religious, technological) Identify and give reasons for change in historical events, actions or situations Identify some of the results of historical changes Describe and begin to make links between main events, situations and changes within and across different periods and societies Consider the level of change and its significance 	<ul style="list-style-type: none"> Ask and answer a range of questions about the past, considering change and the significance of change Form own opinions about change in historical events and the lives of historical figures Begin to suggest possible cause(s) of changes that occur over time and degree of significance around these changes Identify significant moments/key individuals and turning points that triggered change and what led to them 	<ul style="list-style-type: none"> Ask and answer a range of questions about the past, considering change and significance of change Identify the extent, variations/ patterns of change Identify whether change involves progress, regression, evolution or leads to little real change
<p>Similarity and Difference</p> 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences 	<ul style="list-style-type: none"> Identify similarities and differences between their own lives and other people in the world Identify similarities and differences between their own lives and events or people they study 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods, including their own lives 	<ul style="list-style-type: none"> Ask and answer questions about similarities/differences within periods studied 	<ul style="list-style-type: none"> Ask and answer questions about similarities/differences across different periods and events Describe some of the similarities and differences between different periods 	<ul style="list-style-type: none"> Ask and answer a range of questions about similarities/differences across different periods and events Consider similarities and differences in accounts that corroborate or contradict other sources Identify differences in accounts that might suggest bias in one or more accounts Use the information gathered through research to form own opinions about similarities/differences in historical events and the lives of historical figures 	<ul style="list-style-type: none"> Ask and answer a range of questions about similarities/differences across different periods and events Understand the connections between local, regional, national and international history Draw contrasts within and between periods of history Show understanding of some of the similarities and differences between different periods

Significance-
People, Places
and Events



<ul style="list-style-type: none">• Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Diwali, etc)	<ul style="list-style-type: none">• Know the name of a famous person and explain why they are famous• Know famous pastimes and explain why they are well-known	<ul style="list-style-type: none">• Recognise and make simple observations about who was important in an historical event/account	<ul style="list-style-type: none">• Answer about the significance• Identify and begin to describe historically significant people, events and situations	<ul style="list-style-type: none">• Ask and answer questions about the past, considering the significance of people and events• Identify and describe historically significant people, events and situations and reasons why they are significant	<ul style="list-style-type: none">• Ask and answer a range of questions about the past, considering the significance of people and events• Use the information gathered through research to begin suggesting the degree of significance around events and people• Form own opinions about the significance of historical events and the lives of historical figures using evidence to support your suggestion	<ul style="list-style-type: none">• Ask and answer a range of questions about the past, considering chronology, cause, similarity/difference change and significance• Give reasons why some events, people or developments are seen as more significant than others• Suggest degree of significance around events and people• Share conclusions about the significance of historical events and the lives of historical figures clearly-orally or in writing
---	---	---	---	--	---	---

Historical Contextual Knowledge- Year 1

	The Royal Family	Grace Darling	Harry Paye and Poole
Curriculum Objectives	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 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 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 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 Significant historical events, people and places in their own locality
Vocabulary	Queen, King, prince, princess, monarch, monarch, Buckingham Palace	Rescue, safety, lifeboats, lighthouse, RNLI, shipwreck	Pier, promenade, beach hut, seaside, beach, Victorian
Subject Knowledge	<ul style="list-style-type: none"> I know who the current monarch is and their impact on my life I know the main events in the King's life and can order these I know what Queen Elizabeth's II Platinum Jubilee was and why it was celebrated across the world I know members of the King's family and can describe their relation to the monarch using images I know what a coronation is and the succession to the throne I know how my life and the life of a child in the royal family is the same and different 	<ul style="list-style-type: none"> I know who Grace Darling is and why she is remembered today I know why Grace Darling acted in the way she did I know how and why versions of historical events can differ I know how we know about the actions Grace Darling's actions which happened long ago I know how sea rescue has changed over time I know why Grace Darling is significant and can discuss her legacy 	<ul style="list-style-type: none"> I know how to identify the features of a seaside holiday I know how to find clues as to what seaside holidays were like in the past I know how to find out when and how seaside holidays became popular I know how to find out what seaside holidays were like 100 years ago I know how to order seaside holidays in chronological order I know the similarities and differences between seaside holidays now and in the past
Concepts	Monarchy, Democracy, Empire	Exploration, Invention and Technology	Invention and Technology, Settlement

Historical Contextual Knowledge- Year 2

	Nelson Mandela and Rosa Parks	The Great Fire of London	The Seaside then and now
Curriculum Objectives	<ul style="list-style-type: none"> Events beyond living memory that are significant globally 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 Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 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 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality
Vocabulary	Rights, race, racism, discrimination, segregation, equality, protest	Fire, London, firebreaks, precaution, burn, smoke, bucket	Explorer, rescue, pirates, piracy, cutlass, booty, sloop, smuggler
Subject Knowledge	<ul style="list-style-type: none"> I know what sort of person Rosa Parks was I know why Rosa Parks is significant and why she is remembered today I know what life was like for people in 1950's America and how it has changed today I know who Nelson Mandela was and the key events in his life I know how Rosa Parks and Nelson Mandela fought for equality I know about the legacy of Rosa Parks and Nelson Mandela 	<ul style="list-style-type: none"> I know the main events of the Great Fire of London and can order the events accurately I know the key people that were involved during the Great Fire of London and can explain their involvement I know the basic cause and impact of the fire, including the damage to St Pauls Cathedral I know that Samuel Pepys wrote a diary of the Great Fire and can use this to compare the event to other fires in London I know how people have adapted buildings to avoid a repeat of the Great Fire of London I know how to evaluate evidence and draw my own conclusions on who was at fault for the fire 	<ul style="list-style-type: none"> I know the names of famous pirates and can create a timeline of them I know how to use different forms of research to find information about Harry Paye I know how to explain why Harry Paye did what he did I know how and why the Dorset coastline was used by Harry Paye and other pirates and smugglers I know how to identify similarities and differences between the pirates Harry Paye and Henry Strangeways I know how pirates and smuggling has changed over time
Concepts	Beliefs	Settlement, Religion, Monarchy	Trade, Settlement, Exploration

Historical Contextual Knowledge- Year 3

	Ancient Britain	Ancient Egypt	Corfe Castle
Curriculum Objectives	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age a local history study 	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 	<ul style="list-style-type: none"> a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Vocabulary	Stone, bronze, iron, age, hunter-gatherer, farming, Stonehenge, Skara Brae, archaeology, hill fort	Tomb, pharaoh, mummy, pyramid, Egypt, Cleopatra, Sphinx, artefact, sarcophagus, hieroglyphics, Tutankhamun	Castle, turret, ramparts, portcullis, ruin, dungeon, drawbridge, Corfe, attack, defence
Subject Knowledge	<ul style="list-style-type: none"> I know the key events that took place in the Stone Age, Iron Age and Bronze Age I know how settlements changed during the period, due to the introduction of farming, so humans settled in one place instead of being hunter-gatherers I know what a hill fort is and why this was a strategically important settlement compared to earlier housing styles I know how housing changed over the period and can reason why I know the importance of religion during the period and can explain why Stonehenge and other stone circles hold particular significance I know how archaeological sites from the time (e.g. Skara Brae) help us understand what life was like in the past 	<ul style="list-style-type: none"> I know who the Ancient Egyptians were and can describe the key events of the time I know what life was like in Ancient Egypt and can describe what was important to people who lived there I know who the key people of Ancient Egypt were (e.g. Tutankhamun, Cleopatra) and why they were important I know how the Ancient Egyptians used the river Nile to support their farming and how their use of the Nile changed over time I know how the Ancient Egyptians communicated using hieroglyphics I know the how the beliefs of the Ancient Egyptians impacted their way of life 	<ul style="list-style-type: none"> I know how to use a variety of sources to construct knowledge of the history of Corfe Castle I know who has owned and lived in Corfe Castle and the main events during this time I know how to sequence the events related to Corfe Castle, including dates I know the events that led to Corfe Castle becoming a ruin I know why Corfe Castle continues to be a place of local historical significance I know how to compare Corfe Castle with other castles and settlements (e.g. Badbury Rings) that I have previously studied
Concepts	Settlement, Religion, Invasion	Empire, Invention and Technology, Trade	Settlement, Democracy, Invasion

Historical Contextual Knowledge- Year 4

	The Roman Empire	Journeys- Shackleton and the Titanic	Tudors- Henry VIII
Curriculum Objectives	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Vocabulary	Soldier, empire, invade, emperor, chariot, Colosseum, gladiators, army, aqueduct, Pantheon	Boat, sail, ship, Antarctic, iceberg, sink, discover, expedition, polar	Henry VIII, Catholic, Protestant, gallows, wife, Globe Theatre, Shakespeare, Hampton Court, monarch, palace, parliament
Subject Knowledge	<ul style="list-style-type: none"> I know where the Roman Empire began and how the Romans invaded Europe I know why Julius Caesar's invasion of Britain in 55-54BC failed but the invasion led by Claudius was successful I know about the power of the Roman Army and the role of a soldier within the army I know who Boudicca was and how perspectives of her rebellion can differ depending on the source I know how transport in Britain changed after the Romans invaded due to the building of roads I know the impact the Romans had on buildings and can identify examples of Roman architecture 	<ul style="list-style-type: none"> I know when famous explorations and journeys took place across history I know who Sir Ernest Shackleton is and what he is famous for I know the key events of Shackleton's journey to the Antarctic and can make comparisons between his expedition and expeditions I already know about I know about the journey of the Titanic and can explain the reasons why it sank I know the key events during the sailing of the Titanic and can evaluate different sources of evidence to draw conclusions I know the similarities and differences between the 2 journeys we have studied 	<ul style="list-style-type: none"> I know the names of the Tudor monarchs, can order them and can give dates for when they reigned I know who Henry VIII was and why is one of the most famous British monarchs I know the wives of Henry VIII and can research how and what happened to them I know why Henry VIII formed the Church of England, separating it from the Roman Catholic Church, and the impact this had on Britain at the time and now I know how houses have changed since Tudor times, explaining the features of Tudor housing and giving reasons why these changes have taken place I know how to judge how culture was different during Tudor times, for example food and drink, clothes and William Shakespeare
Concepts	Empire, Invasion, Invention and Technology	Exploration, Invention and Technology	Monarchy, Democracy, Religion

Historical Contextual Knowledge- Year 5

	The Maya	Ancient Greece	Anglo-Saxons and Scots
Curriculum Objectives	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots
Vocabulary	Mesoamerica, rituals, sacrifice, agriculture, temple, city state, dynasty	Athens, culture, oligarchy, Sparta, titans, Olympics	Anglo-Saxon, monk, Scots, region, thane, Mercia, kingdom, pagan
Subject Knowledge	<ul style="list-style-type: none"> I know who the Maya were and can explore what Mayan remains tell us I know how the Maya became important and developed over time I know about the city states of the Maya and how society was organised I know the beliefs and religion of the Maya and the role these played in their life I know the achievements of the Maya I know how and why the Mayan civilisation declined 	<ul style="list-style-type: none"> I know who the Ancient Greeks were, and place their civilisation in time I know the different types of government in ancient Greece I know how to compare and contrast the two city-states of Athens and Sparta I know what life in Ancient Greece was like I know what the Ancient Greeks believed in and that they had a polytheistic belief system I know how modern-day life has been influenced by the ancient Greeks 	<ul style="list-style-type: none"> I know why the Roman occupation of Britain fell and why the Saxons invaded I know the chronology of the Saxon and Scots invasion of Britain I know how Britain was ruled and governed during Anglo-Saxon times I know what life in Anglo-Saxon Britain was like I know the importance of religion during Anglo-Saxon times I know the names and actions of significant individuals during Anglo-Saxon times
Concepts	Religion, Settlement	Democracy, Religion	Empire, Invasion, Beliefs

Historical Contextual Knowledge- Year 6

	The Vikings	World War II	Women in Parliament Ancient Civilisation Mini Unit
Curriculum Objectives	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 	<ul style="list-style-type: none"> 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
Vocabulary	Raider, settler, kingdom, Danelaw, chieftain, longboat, Christianity, runes	Ally, evacuee, antisemitism, rations, Anderson shelter, propaganda	MP’s, London, politics, legislation, Parliament, reform, general elections, suffragette
Subject Knowledge	<ul style="list-style-type: none"> I know when and why the Vikings invaded Britain I know about the Viking settlement of Britain and how this affected the Anglo- Saxons I know who King Alfred the Great was and why he was significant at the time I know what life was like for Vikings living in Britain I know the events that led to the end of Viking and Anglo-Saxon era in Britain I know how to interpret evidence to determine if the Vikings were invaders or settlers 	<ul style="list-style-type: none"> I know the causes of World War II I know how the Battle of Britain acted as a turning point in the war and in British history I know what the Blitz was and how people kept safe during air raids I know how the war impacted life in Britain I know the impact World War II had on our local area I know how the role of government propaganda supported the war effort 	<ul style="list-style-type: none"> I know the significance of ancient civilisations and can create a concurrent timeline I know what ancient civilisations needed to be successful I know what the UK political system is and how it promotes democracy I know about how the suffragettes fought for women’s right to vote I know trailblazing female politicians who have shaped British politics I know the importance of equality within politics and society
Concepts	Settlement, Trade, Invasion	Empire, Invasion	Democracy, Monarchy, Beliefs, Empire