



Henbury View First School

History Progression of Knowledge



Intent

"The more you know about the past, the better prepared you are for the future." *Theodore Roosevelt*

At Henbury View First School, we are historians! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children’s interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people’s cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners about the world around them. Through the teaching of History, we endeavour to teach pupils to understand the complexity of people’s lives, including those of the present, the process of change, the diversity of societies and beliefs, whilst celebrating these differences.

Implementation

History is taught in half termly blocks throughout the year, so that children develop a deeper understanding and depth to their learning. Teachers understand the key knowledge and skills of each topic and consideration has been given to ensure progression throughout each year group across the school. All learning starts by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

We ensure, through our curriculum design, that knowledge is built upon, giving the children the opportunity to make connections between periods of history as well as concepts, creating a mental timeline. We ensure that we allow children to develop understanding of ‘fingertip’ and ‘residue’ knowledge, where children gain knowledge for the now through learning about different time periods but also for their long-term memory in regard to concepts. Many of these concepts, which as historicised, feature regularly throughout our curriculum within a range of contexts. As a result, they are particularly important to pupils’ understanding of new material, allowing our children to be able to draw on their secure knowledge of these repeatedly in a number of different contexts. We feel this is highly important, as this encompasses children enquiring historically, allowing them to delve into the role of a historian.

Key Threads

At Henbury View, 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 Henbury. 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
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Curriculum Overview

	Unit 1	Unit 2	Unit 3
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>		
Year 1	<p><u>Gunpowder Plot- Guy Fawkes</u> Children discover the circumstances that led to The Gunpowder Plot, what happened when Robert Catesby, Guy Fawkes and the other plotters tried to execute their plan - and the consequences of their actions, right through to modern day Bonfire Night celebrations.</p> <p>Concepts: Monarchy, Democracy</p>	<p><u>Kings and Queens</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</p> <p>Concepts: Empire, Monarchy, Democracy</p>	<p><u>Explorers- Armstrong and Columbus</u> Children look at the role of explorers and famous examples from the past. They learn about Neil Armstrong and his mission to the moon in 1969, and compare this to Christopher Columbus 'expeditions across the Atlantic Ocean.</p> <p>Concepts: Exploration, Trade, Invention</p>
Year 2	<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</p> <p>Concepts: Settlement, Religion</p>	<p><u>Heroes- Nightingale and Seacole</u> Children learn about the lives of Florence Nightingale and Mary Seacole and reflect on their influence on modern day nursing and health care. They learn about their time during the Crimean War, and find similarities and differences between the aid they gave during this time</p> <p>Concepts: Invention, War and Conflict</p>	<p><u>Pirates and Smugglers- Harry Paye</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</p> <p>Concepts: Exploration, Trade</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</p> <p>Concepts: Settlement, Religion, Invasion, Trade</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</p> <p>Concepts: Empire, Invention, Trade</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</p> <p>Concepts: Exploration, Invention</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</p> <p>Concepts: Empire, Invasion, Invention</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</p> <p>Concepts: Settlement, War and Conflict</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 him in detail and explore why he is one of the most famous monarchs</p> <p>Concepts: Monarchy, Democracy, Religion</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		Gunpowder Plot- Guy Fawkes		Kings and Queens		Explorers- Armstrong and Columbus
Year 2	The Great Fire of London	Heroes- Nightingale and Seacole			Pirates and Smugglers- Harry Paye	
Year 3	Ancient Britain- Stone Age to Iron Age	Ancient Egypt			Journeys- Shackleton and the Titanic	
Year 4			The Roman Empire	Corfe Castle		Tudors- Henry VIII

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.

	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
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 throughout history, children develop the understanding of how people's day to day lives have changed over time.	Year 2 Year 3 Year 4
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 our everyday lives. Our children will learn about the impact and consequences that invasion and conflict which goes unresolved has had upon our world, nation and local area.	Year 3 Year 4
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 4
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 contexts.	Year 1 Year 4
Invention	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 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 2 Year 3
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 2 Year 3
War and Conflict	War is an intense armed conflict between states, governments, societies, or paramilitary groups such as mercenaries, insurgents, and militias. It is generally characterized by extreme violence, aggression, destruction, and mortality, using regular or irregular military forces. Conflict is a serious disagreement or argument, typically a protracted one. Through learning about war and conflict, children will gain knowledge of key people, places and events that have shaped the world today.	Year 2 Year 4
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 a 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

Throughout our History curriculum, we endeavour to develop the children's understanding of these key concepts through exposure in different contexts. The table below highlights in which year group and which unit each concept is explored:

	Year 1	Year 2	Year 3	Year 4
Empire	Kings and Queens		Ancient Egypt	The Roman Empire
Settlement		The Great Fire of London	Ancient Britain	Corfe Castle
Invasion			Ancient Britain	The Roman Empire
Monarchy	The Gunpowder Plot, Kings and Queens			Tudors- Henry VIII
Democracy	The Gunpowder Plot, Kings and Queens			Tudors- Henry VIII
Invention	Explorers	Heroes	Ancient Egypt , Journeys	The Roman Empire
Exploration	Explorers	Pirates and Smugglers	Journeys	
Trade	Explorers	Pirates and Smugglers	Ancient Britain, Ancient Egypt	
War and Conflict		Heroes		Corfe Castle
Religion		The Great Fire of London	Ancient Britain	Tudors- Henry VIII

Historical Abstract Terminology



Throughout our curriculum, we aim for our children to understand and deploy a historically grounded understanding of abstract terms. We have mapped these carefully across both Key Stage 1 and Key Stage 2 to ensure children encounter this vocabulary within meaningful contexts. This vocabulary sits alongside our concepts and process knowledge to form the basis of the curriculum.

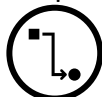



	Key Stage 1		Key Stage 2	
	Year 1	Year 2	Year 3	Year 4
Historical Terminology	Artefact Calendar Discovery Explorer King/Queen Local Long age Parliament Past Present Yesterday	Church International Nation Peasant Poverty Revolt Settler	AD/BC Agriculture Ancient Civilizations Archaeology Decade Century Gods/Goddesses Hunter-gatherer Nomad Oral history Prehistory Sacrifice	Aristocracy Christianity Conquest Court Diversity Emperor Execution Global Rebellion Traitor Treason

Historical Enquiry Knowledge

	Year 1	Year 2	Year 3	Year 4
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
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
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 	<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
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 in situations and reasons why they are significant
Critically Evaluating	<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
Interpreting			<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
Drawing Conclusions			<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"> 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
Organising, Communicating and Presenting Findings	<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

Historical Process Knowledge

	Foundation	Year 1	Year 2	Year 3	Year 4
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>	
Chronology 	<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
Interpreting Evidence 	<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 	<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

			in different ways across difference sources of evidence		
Cause and Consequence 	<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
Change and Continuity 	<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
Similarity and Difference 	<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
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 	<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

Historical Contextual Knowledge- Year 1

	Gunpowder Plot- Guy Fawkes	Kings and Queens	Explorers- Armstrong and Columbus
Curriculum Objectives	<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 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 	<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
Vocabulary	Plot, gunpowder, King, London, Houses of Parliament, Guy Fawkes, cellar, bonfire	Queen, King, prince, princess, monarch, monarch, Buckingham Palace	Space, mission, shuttle, moon, boat, ship, sail, discover, century
Subject Knowledge	<p>I know the main events of the Gunpowder Plot (Chronology)</p> <p>I know who Guy Fawkes is, his role in the Gunpowder plot and why he is well known today (Significance)</p> <p>I know how to use stories to help me understand the key events of a historical event (Interpreting Evidence)</p> <p>I know why the people involved in the Gunpowder Plot wanted to kill the King at the time, James I (Cause and Consequence)</p> <p>I know that Bonfire Night started as a celebration of the King surviving, and can describe traditional bonfire night celebrations (Change and Continuity)</p> <p>I know how Bonfire Night celebrations throughout the UK can differ (Similarity and Difference)</p>	<p>I know who the current monarch is and their impact on my life (Significance)</p> <p>I know the main events in the King's life and can order these (Chronology)</p> <p>I know what Queen Elizabeth's II Platinum Jubilee was and why it was celebrated across the world (Cause and Consequence)</p> <p>I know members of the King's family and can describe their relation to the monarch using images (Interpreting Evidence)</p> <p>I know what a coronation is and the succession to the throne (Change and Continuity)</p> <p>I know how my life and the life of a child in the royal family (e.g. Princess Charlotte- aged 7) is the same and different</p>	<p>I know why Neil Armstrong is a significant person, and why the moon landing was a significant event in the space race (Significance)</p> <p>I know the important events throughout Neil Armstrong's life and can order these (Chronology)</p> <p>I know how to use different sources of information to learn about Christopher Columbus (Interpreting Evidence)</p> <p>I know why and how Columbus went on his expeditions (Cause and Consequence)</p> <p>I know how exploration changed from Columbus' time to the time of Neil Armstrong (Change and Continuity)</p> <p>I know the similarities and differences between the artefacts used during the explorations of Columbus and Armstrong (Similarity and Difference)</p>
Concepts	Monarchy, Democracy	Empire, Monarchy, Democracy	Exploration, Trade, Invention
Process Knowledge	<ul style="list-style-type: none"> Sequence some events in order Recall parts of stories and memories about the past 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 Recall why events happened Recall how things change over time Identify similarities and differences between their own lives and other people in the world Know the name of a famous person and explain why they are famous 	<ul style="list-style-type: none"> Use simple chronological words and phrases: old, new, young, days, months Use sources of evidence to identify similarities and differences between their own lives and events or people they study Recall why people did what they did Recall how things change over time Identify similarities and differences between their own lives and events or people they study Know the name of a famous person and explain why they are famous 	<ul style="list-style-type: none"> Sequence 2 related objects in order Begin to use dates Finds answers to simple questions about the past from sources of evidence (e.g. pictures, stories, artefacts) Recall why people did what they did Recall how things change over time Identify similarities and differences between their own lives and events or people they study Know the name of a famous person and explain why they are famous

Historical Contextual Knowledge- Year 2

	The Great Fire of London	Heroes- Nightingale and Seacole	Pirates and Smugglers- Harry Paye
Curriculum Objectives	<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 	<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	Fire, London, firebreaks, precaution, burn, smoke, bucket	Nursing, health care, hygiene, vaccination, germs, infection, disinfecting, invention, technology, Crimean War	Explorer, rescue, pirates, piracy, cutlass, booty, sloop, smuggler
Subject Knowledge	<p>I know the main events of the Great Fire of London and can order the events accurately (Chronology)</p> <p>I know the key people that were involved during the Great Fire of London and can explain their involvement (Significance)</p> <p>I know the basic cause and impact of the fire, including the damage to St Pauls Cathedral (Cause and Consequence)</p> <p>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 (e.g. Grenfell) (Similarity and Difference)</p> <p>I know how people have adapted buildings to avoid a repeat of the Great Fire of London (Similarity and Difference)</p> <p>I know how to evaluate evidence and draw my own conclusions on who was at fault for the fire (Interpreting Evidence)</p>	<p>I know and can order the main events of the Crimean War (Chronology)</p> <p>I know why Florence Nightingale and Mary Seacole are seen as significant people (Significance)</p> <p>I know who Florence Nightingale was and can use different sources of evidence to understand her motivations of becoming a nurse (Interpreting Evidence)</p> <p>I know who Mary Seacole was and why she went to Crimea to help the wounded soldiers (Cause and Consequence)</p> <p>I know how to compare and contrast the lives and work of Florence Nightingale and Mary Seacole (Similarity and Difference)</p> <p>I know the impact that Florence Nightingale and Mary Seacole have had on modern day hospitals, nursing and health care (Change and Continuity)</p>	<p>I know the names of famous pirates and can create a timeline of them (Chronology)</p> <p>I know how to use different forms of research to find information about Harry Paye (Interpreting Evidence)</p> <p>I know how to explain why Harry Paye did what he did (Cause and Consequence)</p> <p>I know how and why the Dorset coastline was used by Harry Paye and other pirates and smugglers (Significance)</p> <p>I know how to identify similarities and differences between the pirates Harry Paye and Henry Strangeways (Similarity and Difference)</p> <p>I know how pirates and smuggling has changed over time (Change and Continuity)</p>
Concepts	Settlement, Religion	Invention, War and Conflict	Exploration, Trade
Process Knowledge	<ul style="list-style-type: none"> Puts 3 people and events in order using a given scale Use words and phrases relating to passing of time such as before, after Know that a source is where they find the information from Use evidence to identify the key features of events or characteristics of people Identify where and how information about the same aspect of enquiry is represented in different ways across different sources of evidence Recognise why some events happened Discuss change and continuity in an aspect of life (e.g. holidays) Identify similarities and differences between ways of life in different periods, including their own lives Recognise and make simple observations about who was important in an historical event/account 	<ul style="list-style-type: none"> Use words and phrases relating to passing of time such as now, later Tell others about an event and use past and present tense appropriately Refer to some key dates Use evidence to explain why people in the past did things as they did Use evidence to identify causes, similarities and differences Recognise what happened as a result of people's actions or events Discuss change and continuity in an aspect of life (e.g. holidays) Identify similarities and differences between ways of life in different periods, including their own lives Recognise and make simple observations about who was important in an historical event/account 	<ul style="list-style-type: none"> Puts 3 objects in order using a given scale Use words and phrases relating to passing of time such as recently 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 Recognise why people did things Discuss change and continuity in an aspect of life (e.g. holidays) Identify similarities and differences between ways of life in different periods Recognise and make simple observations about who was important in an historical event/account

Historical Contextual Knowledge- Year 3

	Ancient Britain- Stone Age to Iron Age	Ancient Egypt	Journeys- Shackleton and the Titanic
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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study
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	Boat, sail, ship, Antarctic, iceberg, sink, discover, expedition, polar
Subject Knowledge	<p>I know the key events that took place in the Stone Age, Iron Age and Bronze Age (Chronology)</p> <p>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 (Change and Continuity)</p> <p>I know what a hill fort is and why this was a strategically important settlement compared to earlier housing styles (Similarity and Difference)</p> <p>I know how housing changed over the period and can reason why (Cause and Consequence)</p> <p>I know the importance of religion during the period and can explain why Stonehenge and other stone circles hold particular significance (Significance)</p> <p>I know how archaeological sites from the time (e.g. Skara Brae) help us understand what life was like in the past (Interpreting Evidence)</p>	<p>I know who the Ancient Egyptians were and can describe the key events of the time (Chronology)</p> <p>I know what life was like in Ancient Egypt and can describe what was important to people who lived there (Similarity and Difference)</p> <p>I know who the key people of Ancient Egypt were (e.g. Tutankhamun, Cleopatra) and why they were important (Significance)</p> <p>I know how the Ancient Egyptians used the river Nile to support their farming and how their use of the Nile changed over time (Change and Continuity)</p> <p>I know how the Ancient Egyptians communicated using hieroglyphics (Interpreting Evidence)</p> <p>I know the how the beliefs of the Ancient Egyptians impacted their way of life (Cause and Consequence)</p>	<p>I know when famous explorations and journeys took place across history (Chronology)</p> <p>I know who Sir Ernest Shackleton is and what he is famous for (Significance)</p> <p>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 (Change and Continuity)</p> <p>I know about the journey of the Titanic and can explain the reasons why it sank (Cause and Consequence)</p> <p>I know the key events during the sailing of the Titanic and can evaluate different sources of evidence to draw conclusions (Interpreting Evidence)</p> <p>I know the similarities and differences between the 2 journeys we have studied (Similarity and Difference)</p>
Concepts	Settlement, Religion, Invasion, Trade	Empire, Invention, Trade	Exploration, Invention
Process Knowledge	<ul style="list-style-type: none"> Use timelines to place events in order Understand how timelines can be divided into BC and AD Develop a growing awareness of different historical sources of evidence Answer questions about cause Describe the duration of any change Consider the speed/rate of change- gradual, erratic, violent Ask and answer questions about similarities/differences within periods studied Answer about the significance 	<ul style="list-style-type: none"> Understand how timelines can be divided into BC and AD Begin to draw conclusions, using the evidence, about the cause(s) of the aspect of study Identify cause in their area of enquiry Consider how people experienced, accepted, shaped or resisted change Ask and answer questions about similarities/differences within periods studied Identify and begin to describe historically significant people, events and situations 	<ul style="list-style-type: none"> Use words and phrases related to periods of time: BC, AD, century, decade 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 about the cause(s) of historical events, actions or situations Answer questions about change Identify examples of change in their area of enquiry Ask and answer questions about similarities/differences within periods studied Identify and begin to describe historically significant people, events and situations

Historical Contextual Knowledge- Year 4

	The Roman Empire	Corfe Castle	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 local history study 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
Vocabulary	Soldier, empire, invade, emperor, chariot, Colosseum, gladiators, army, aqueduct, Pantheon	Castle, turret, ramparts, portcullis, ruin, dungeon, drawbridge, Corfe, attack, defence	Henry VIII, Catholic, Protestant, gallows, wife, Globe Theatre, Shakespeare, Hampton Court, monarch, palace, parliament
Subject Knowledge	<p>I know where the Roman Empire began and how the Romans invaded Europe (Chronology)</p> <p>I know why Julius Caesar's invasion of Britain in 55-54BC failed but the invasion led by Claudius was successful (Similarity and Difference)</p> <p>I know about the power of the Roman Army and the role of a soldier within the army (Significance)</p> <p>I know who Boudicca was and how perspectives of her rebellion can differ depending on the source (Interpreting Evidence)</p> <p>I know how transport in Britain changed after the Romans invaded due to the building of roads (Cause and Consequence)</p> <p>I know the impact the Romans had on buildings and can identify examples of Roman architecture (Change and Continuity)</p>	<p>I know how to use a variety of sources to construct knowledge of the history of Corfe Castle (Interpreting Evidence)</p> <p>I know who has owned and lived in Corfe Castle and the main events during this time (Significance)</p> <p>I know how to sequence the events related to Corfe Castle, including dates (Chronology)</p> <p>I know the events that led to Corfe Castle becoming a ruin (Cause and Consequence)</p> <p>I know why Corfe Castle continues to be a place of local historical significance (Change and Continuity)</p> <p>I know how to compare Corfe Castle with other castles and settlements (e.g. Badbury Rings) that I have previously studied (Similarity and Difference)</p>	<p>I know the names of the Tudor monarchs, can order them and can give dates for when they reigned (Chronology)</p> <p>I know who Henry VIII was and why is one of the most famous British monarchs (Significance)</p> <p>I know the wives of Henry VIII and can research how and what happened to them (Cause and Consequence)</p> <p>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 (Interpreting Evidence)</p> <p>I know how houses have changed since Tudor times, explaining the features of Tudor housing and giving reasons why these changes have taken place (Similarity and Difference)</p> <p>I know how to judge how culture was different during Tudor times, for example food and drink, clothes and William Shakespeare (Change and Continuity)</p>
Concepts	Empire, Invasion, Invention	Settlement, War and Conflict	Monarchy, Democracy, Religion
Process Knowledge	<ul style="list-style-type: none"> Put events, people, places and artefacts on a timeline Develop increasingly secure chronological knowledge and understanding of world history Use evidence to draw conclusions, explaining what you have found out and why you believe it to be true Ask and answer questions about cause Identify and give reasons for/causes of historical events, actions, situations and changes Identify and give reasons for change in historical events, actions or situations Consider the level of change and its significance Ask and answer questions about similarities/differences across different periods and events 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"> Name and place dates of significant events from the past on a timeline Develop increasingly secure chronological knowledge and understanding of local history 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 Identify some of the results of historical events, situations and changes Describe and begin to make links between main events, situations and changes within and across different periods and societies Describe some of the similarities and differences between different periods 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"> 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 British history Evaluates the usefulness and accuracy of different sources of evidence Identify and give reasons for/causes of historical events, actions, situations and changes Ask and answer questions about change Identify the types of change (e.g. political, economic, social; cultural, religious, technological) Identify some of the results of historical changes Ask and answer questions about similarities/differences across different periods and events 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