

Adelaide Primary School

Knowledge and Vocabulary Progression Intent

History

The intention of the History curriculum

To ensure that all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- inspire pupils' curiosity to know more about the past.
- equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

What are the key features of 'knowledge-rich' curriculum for History?

At Key Stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Working historically Changes within living memory Events beyond living memory Lives of significant people Local history

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Working historically Chronology of life in Britain: Stone Age to 1066 Local history study beyond 1066 Ancient civilizations Civilizations around 900AD Ancient Greece

This document outlines the knowledge, vocabulary and skills within our curriculum for History and includes both 'now knowledge' and 'sticky knowledge'.

There is a difference between knowledge which will be retained close to the point of teaching and develop a broad, general understanding (now knowledge) and that which will be retained in the long-term memory (sticky knowledge).

A.C.E. History Aims

At Adelaide Primary School, we aim for our History teaching to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our teachers aim to inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We firmly believe that History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

A.C.E. Long Term Plan for History

FS1	Did I talk when I was a baby?	Who helps me get my food?	What did buses look like a long time ago?	Who helps our garden grow?
FS2	What was I like when I was a baby? (& Florence Nightingale)	What did transport look like a long time ago? (& Columbus or Cook)	What did animals look like years ago?	Who opened the Humber Bridge? The Queen
Y1	Did the Queen play with an i-pad when she was a child? X 12 sessions <i>Historical Investigations</i> <i>Knowledge and Understanding of Events, People and Changes in the Past</i>		Why do we have Bonfire Night? X6 sessions <i>Historical Interpretations</i> <i>Presenting, Organising and Communicating</i>	
Y2	Who were Neil Armstrong and Amy Johnson? X 12 sessions <i>Chronological Understanding</i> <i>Historical Investigations</i> <i>Knowledge and Understanding of Events, People and Changes in the Past</i>		What happened in the Great Fire of London? X6 sessions <i>Historical Interpretations</i> <i>Presenting, Organising and Communicating</i>	
Y3	Who first lived in Britain? X 9 sessions <i>Chronological Understanding</i> <i>Historical Investigations</i>		Who were the Groovy Greeks? X 9 sessions <i>Knowledge and Understanding of Events, People and Changes in the Past</i>	
Y4	What did the Romans do for us? X 9 sessions <i>Presenting, Organising and Communicating</i> <i>Chronological Understanding</i>		How did World War 2 affect Hull? X 9 sessions <i>Historical Interpretations</i> <i>Historical Investigations</i>	
Y5	How have the Anglo-Saxons influenced our life today? X 9 sessions <i>Chronological Understanding</i> <i>Knowledge and Understanding of Events, People and Changes in the Past</i>		Would you have liked to have been an Ancient Egyptian Inventor? X 9 sessions <i>Historical Investigations</i> <i>Presenting, Organising and Communicating</i>	
Y6	Were the Vikings always vicious? X 9 sessions <i>Chronological Understanding</i> <i>Historical Interpretations</i>		Who were the Marvellous Mayans? X 9 sessions <i>Historical Investigations</i> <i>Knowledge and Understanding of Events, People and Changes in the Past</i>	

History In The Early Years Foundation Stage

		22-36/30-50m	40-60m	ELG/Exceeding
<p>ELG: People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>New ELG: Past and Present Children at the expected level of development will:</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; • Recall some important narratives, characters and figures from the past encountered in books read in class. 	<p>Within living memory</p>	<p>FS1 ACE Question Did I talk when I was a baby? Who helps me get my food? Who helps our garden grow?</p> <ul style="list-style-type: none"> • Know about the lives of people who are familiar to them. • Know and talk about significant events in their own experience. • Know about special times or events for family or friends. 	<p>FS2 ACE Question What did I do when I was a baby?</p> <ul style="list-style-type: none"> • Join in with family customs and routines • Know key events and their daily routines. • Know some common words and phrases relating to the passing of time <p>FS1 ACE Question Who helps our garden grow?</p> <ul style="list-style-type: none"> • Know the names of a range of people who help us in the local area 	<p>FS2 ACE Question What did I do when I was a baby?</p> <ul style="list-style-type: none"> • Know and talk about past and present events in their own lives • Know and talk about past and present events in the lives of family members. • Know how to place 3 events chronologically (e.g. a long time ago, last week, today) • Know some vocabulary of everyday historical terms • Knows how to ask and answer questions about the past • Know how people help us in the local area
		<p><i>mummy, daddy, brother, sister, grandma, grandad, family, birthday, party, friends, went, had, teacher, cleaner, caretaker, office staff, headteacher</i></p>	<p><i>today, yesterday, I did, I went, first, then, next, finally, before, after, police officer, fire fighter, nurse, doctor, vet, ambulance driver, shopkeeper</i></p>	<p><i>when ... was little/young/born, now, when I was born/a baby, yesterday, last week, ages ago, in the past, a long long time ago, olden days, now, today,</i></p> <p><i>when? why? who? where? what?</i></p>
	<p>Beyond living memory</p>	<p>FS1 ACE Question What did buses look like a long time ago?</p> <p>FS2 ACE Question What did transport look like a long time ago? What did animals look like a long time ago?</p> <ul style="list-style-type: none"> • Recognise similarities and differences between things from the past - <i>buses, bikes, cars, animals (dinosaurs)</i> 	<p>FS2 ACE Question What did transport look like a long time ago? What did animals look like a long time ago?</p> <ul style="list-style-type: none"> • Know how to place 3 events chronologically (e.g. a long time ago, last week, today) • Know some similarities and differences between things in the past and now - <i>bikes, cars, animals (dinosaurs)</i> • Know some vocabulary of everyday historical terms • Knows how to ask and answer questions about the past 	
		<p><i>old, new, past, present, now</i></p>	<p><i>same, different, then, ages ago, in the past, a long long time ago, olden days, now, today,</i></p> <p><i>when? why? who? where? what?</i></p>	
	<p>Lives of significant people in the past</p>	<p>FS2 ACE Question Who opened the Humber Bridge?</p> <ul style="list-style-type: none"> • Know the name of a famous person from the past - <i>The Queen, Florence Nightingale, Columbus/Cook, Guy Fawkes</i> • Know some basic details of important narratives from the past encountered in books read in class - <i>Guy Fawkes, The Queen, Florence Nightingale, Columbus/Cook, Guy Fawkes</i> 	<p><i>famous, important, past</i></p>	<p><i>famous, past, facts, Hull, Humber Bridge, local, The Queen, Guy Fawkes, Jesus</i></p> <p><i>when? why? who? where? what?</i></p>
		<p><i>Family, friends, special, home</i></p>	<p><i>Famous, important, past</i></p>	<p><i>when? why? who? where? what?</i></p>

History: Key Stage 1 'now knowledge' and 'sticky knowledge'

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content.

KS1 timeline	Dinosaurs, The Gunpowder Plot, Great Fire of London, Victorian era, World War 1, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.		
Aspects to show changes in everyday life	Toys, schools, clothes, housing, transport, shops, everyday technological objects		
Working Historically	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time 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 Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p style="text-align: center;">ACE Question Did the Queen play with an i-pad when she was a child?</p> <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. <p style="text-align: center;">ACE Question Why do we have Bonfire Night?</p> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. <p><u>Presenting, Organising and Communicating</u></p> <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p style="text-align: center;">ACE Question Who were Neil Armstrong and Amy Johnson?</p> <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. <p style="text-align: center;">ACE Question What happened in the Great Fire of London?</p> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. <p><u>Presenting, Organising and Communicating</u></p> <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.
		<p><i>Before,, In the past, A long, long time ago, Ages ago, Before I was born, When ... was little/young/born, Now, When I was born, Artefacts, Historical</i></p>	<p><i>During ..., In ... a time, When, Recently, Past, present, future, Artefacts, Historical, Chronological, Time period, Olden days, Old fashioned, Modern, Sources</i></p>
Within living memory	<p>Changes <u>within living memory</u>. Where appropriate, these should be used to reveal</p>	<p style="text-align: center;">ACE Question Did the Queen play with an i-pad when she was a child?</p> <ul style="list-style-type: none"> Know that the toys they play with are different to those of the Queen's generation (1930's toys) 	<p style="text-align: center;">ACE Question Who were Neil Armstrong and Amy Johnson?</p> <ul style="list-style-type: none"> Know how everyday technological items we use have changed over time (2020 / 1960's everyday objects: see vocab below – Neil Armstrong)

	aspects of change in national life	<ul style="list-style-type: none"> Know the main differences between their school days and that of ordinary children of the Queen's generation. (1930's school) Sort a number of artefacts by age (toys and school items from 1930's and 2020) 	<ul style="list-style-type: none"> Know how to place every day technological items in chronological order (1910's, 1960's, 2020)
		<i>Skipping, Marbles, Snakes and ladders, Ludo Blackboard, Chalk, Nit nurse, Inkwell, Pen and nib,</i>	<i>Typewriter / computer, record player / CD player / streaming, rotary dial telephone / mobile phone, twin tub / automatic washing machine, camera with film/ mobile phone camera, Black & white TV / smart TV</i>
Beyond living memory	Events <u>beyond living memory</u> that are significant nationally or globally [e.g the Great Fire of London, the first aeroplane flight or events commemorated through festivals /anniversaries]	<p style="text-align: center;">ACE Question Why do we have Bonfire Night?</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, before their grandparents were born (The Gunpowder Plot) Know a story about an historical event (The Gunpowder Plot) Know when the Gunpowder Plot was and its place in the ACE KS1 timeline Know that clothes in the past (1600's) are different from today 	<p style="text-align: center;">ACE Question What happened in the Great Fire of London?</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, before their grandparents were born (Great fire of London) Know the similarities and differences between housing in the past (1666) and now Know how the Great Fire of London influenced town planning (spacing and building materials) Know the significant events in a story about an historical event (The Great Fire of London) Know how to place events in chronological order (sequence the events of The Great Fire of London) Know when the Great Fire of London was and its place in the ACE KS1 timeline
		<i>England, Guy Fawkes, King James 1, Houses of Parliament, Catholics, high treason, guard, plotters, gunpowder, prison, captured</i>	<i>Fire, flames, smoke, burning, London, River Thames, Pudding Lane, fireman, Samuel Pepys, diary, axe, smoke, cart, baker, bakery, escape</i>
Lives of significant people	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	<p style="text-align: center;">ACE Question Did the Queen play with an i-pad when she was a child?</p> <ul style="list-style-type: none"> Know the name of a famous person from the past and explain why they are famous (Queen Victoria) Know when the Victorian era was and its place in the ACE KS1 timeline Know that the toys they play with are different to those of Queen Victoria's generation. (Victorian toys) Sort a number of artefacts by age (toys from Victorian era and 2020) Know what a number of older objects were used for (Victorian toys) Order a number of artefacts by age (toys from 1830's, 1930's 2020's) 	<p style="text-align: center;">ACE Question Who were Neil Armstrong and Amy Johnson?</p> <ul style="list-style-type: none"> Know about a famous person from the past and explain why they are famous (Neil Armstrong moon landing) Know when the first moon landing was and its place in the ACE KS1 timeline Know how to place events in chronological order (Neil Armstrong life) Know how to place everyday items in chronological order (1910's, 1960's, 2020)
		<i>Victorian, hoop and cane, jack in a box, whip and top, yo-yo, diablo, peg-doll, spinning top, thaumatrope, cup and ball, marbles, hoopla, skipping rope, rocking horse</i>	<i>Similar, different, astronaut, pilot, grocers, green grocers, ironmongers, butchers, poulterers, bakers</i>
Local history	Significant historical events, people and places in their own locality	<p style="text-align: center;">ACE Question Did the Queen play with an i-pad when she was a child?</p> <ul style="list-style-type: none"> Know that Queen Victoria visited Hull (1854) and local landmarks were named after her - Queen Victoria Square and Queen's Gardens Know that Queen Elizabeth II has visited Hull several times (1957 HRI, 1981 Humber Bridge opening, 1999 7th birthday of the city, 2017 City of Culture) 	<p style="text-align: center;">ACE Question Who were Neil Armstrong and Amy Johnson?</p> <ul style="list-style-type: none"> Know the name of a famous person from the past, or a famous place, close to where they live (Amy Johnson) Know about an event or events that happened long ago, before their grandparents were born (Amy Johnson's solo flight to Australia) Know how to place events in chronological order (Amy Johnson's flight to Australia) Know when the first female solo flight to Australia was and its place in the ACE KS1 timeline Know how the local area is different today to the way it used to be a long time ago (shops in Hull in 1910's) Differentiate between things that were here 100 years ago and things that were not (including shops and transport) (1910's) Know that everyday life is different today than it was a long time ago (transport, shops, technological items) (2020 / 1910 - Amy Johnson) Know how to place everyday items in chronological order (1910's, 1960's, 2020)
			<i>Past, present, similar, different: grocers, green grocers, ironmongers, butchers, poulterers, bakers: Bi-plane, steam train, automobile, tram, horse drawn carriages, horse drawn bus, car.; gramophone, candlestick telephone, mangle, wash tub, folding camera, silent film</i>

History: Key Stage 2 'now knowledge' and 'sticky knowledge'

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content.

KS2 Timeline	Pre-Historic, Stone Age, Bronze Age, Ancient Egyptians, Iron Age, Ancient Greeks, Romans, Mayans, Birth of Christ, Anglo Saxons, Vikings, 1066, The Gunpowder Plot, Great Fire of London, Victorian era, World War 1, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.
Recurring Themes	Food /farming; Religion; Houses and settlements; Clothes and culture

Working Historically

National Curriculum	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources 	<p style="text-align: center;">ACE Question Who first lived in Britain?</p> <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) <p style="text-align: center;">ACE Question Who were the Groovy Greeks?</p> <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p style="text-align: center;">ACE Question What did the Romans do for us?</p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) <p><u>Presenting, Organising and Communicating</u></p> <ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. <p style="text-align: center;">ACE Question How did World War 2 affect Hull?</p> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p style="text-align: center;">ACE Question How have the Anglo-Saxons influenced our life today?</p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p style="text-align: center;">ACE Question Would you have liked to have been an Ancient Egyptian Inventor?</p> <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; 	<p style="text-align: center;">ACE Question Were the Vikings always vicious?</p> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p style="text-align: center;">ACE Question Were the Mayans Marvellous?</p> <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;

	<p><u>Presenting, Organising and Communicating</u></p> <ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. <p><u>Presenting, Organising and Communicating</u></p> <ul style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
	<ul style="list-style-type: none"> <i>Primary Sources, Secondary Sources, Refer to time specific vocabulary, e.g. centuries (100's of years ago), era, time period, Chronological, Change, Cause, Similarity, Difference</i> 	<ul style="list-style-type: none"> <i>Primary Sources, Secondary Sources, Reliability, Validity, Bias, Propaganda, Compare/Contrast, Connections, Trends, Chronological, Change, Cause, Similarity, Difference, Significance, Legacy, Continuity</i> 	

CHRONOLOGY of life in Britain (Stone age to 1066)

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>ACE Question Who first lived in Britain?</p> <p><u>Stone Age to Iron Age</u> Know how Britain changed between the beginning of the Stone age and the Iron age.</p> <ul style="list-style-type: none"> Know what is meant by a 'civilization' and that the Stone, Iron and Bronze Ages are examples Know when the Stone, Iron and Bronze Ages were Know what humans needed for survival in the Stone Age and what is meant by 'hunter-gatherers' Know what was found at Skara Brae and why it is important Know why copper mining was significant to the people of the Bronze Age Know why Stonehenge is a significant site (Bronze Age advancements in religion, technology and travel) Know how and why hillforts were developed in the Iron Age (tribal kingdoms and farming) Know the main differences between the stone, bronze and iron ages, – tools; food/farming; homes/settlements; clothes, art and culture <p><i>Archaeologists, Artefact Civilization, B.C. Chronology, Neolithic, Tribal, Stone Age, Bronze Age, Iron Age,</i></p> <p><i>Shelter, Settlement, Hunter-gatherer, Prey, Peasant, flint, spear, axe, bow and arrow,</i></p>	<p>ACE Question What did the Romans do for us?</p> <p><u>Romans</u> The legacy of the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> Know what an 'empire' is and the extent of the Roman Empire Know when the Romans were in England and where they originated from Know about some of the key features of life in Roman Britain: food; religion; houses and settlements; clothes and culture Know how the Roman occupation of Britain helped to advance British society – roads, walls, bridges and aqueducts - (slavery); religion; language, writing and numbers; food (imports) Know that there was resistance to the Roman occupation (Boudicca's rebellion) Know about at least one famous Roman emperor (Emperor Hadrian) and why he built a wall. <p><i>Invasion, Occupation, Empire, Conquer, Invade, Romanisation, Organisation,</i></p> <p><i>Emperor, Senate, Centurion, Londinium,</i></p> <p><i>Aqueduct, Roman baths, Slave, Rebellion, Peasant, Gods, Goddesses, Hadrian's Wall</i></p>	<p>ACE Question How have the Anglo-Saxons influenced our life today?</p> <p><u>Anglo-Saxons</u> Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Know when the Anglo-Saxons and Scots were in Britain Know where the Anglo-Saxons originated from and show this on a map Know that during the Anglo-Saxon period, Britain was divided into seven kingdoms, which lead to the creation of some of our county boundaries today Know the meaning of some of the place names the Anglo Saxons established Know what life was like in a typical Anglo-Saxon village, including food; religion (and ultimate conversion to Christianity); houses and settlements; clothes and culture Know about the Anglo-Saxon Justice system and compare this with modern Britain <p><i>Peasantry, Slavery, Invasion,</i></p> <p><i>Archaeologist, Artefact, Excavation,</i></p> <p><i>Angles, Saxons, (Jutes, Franks, Frisians) Scots, Picts, Anglo-Saxon,</i></p>	<p>ACE Question Were the Vikings always vicious?</p> <p><u>Vikings</u> The Viking and Anglo-Saxon struggle for the kingdom of England at the time of Edward the Confessor</p> <ul style="list-style-type: none"> Know when the Vikings were in England. Know where the Vikings originated from and show this on a map Know local sites where Vikings settled - York / Jorvik (settlements) Know why King Alfred the Great and King Athelstan are important. Know what Danegeld was Know and explain key aspects of Viking life: food; religion; houses and settlements; clothes and culture Know how the Viking age in Britain came to an end and Norman rule began <p><i>Archaeologist, Raids, Vicious, Invasion, Denmark, Sweden, Norway, Norse, Scandinavia, Long ship,</i></p> <p><i>Alfred the Great, King Athelstan, Danelaw, King Ethelred the Unready, Danegeld</i></p>	




	<ul style="list-style-type: none"> mammoth, cave painting, fur pelt, throwing stones, spears, Skara Brae, hand axe, antler, borer, hammerstone Stonehenge, roundhouse, pottery Celts, hillfort, smithing, armour, druids 		<ul style="list-style-type: none"> Kingdom, (Northumbria, Essex, Wessex, Sussex, Mercia, Kent, East Anglia) runes, coins, weaver, tanner, smith, potter, jeweller, woodworker, thatched Pagan, superstitious, ritual, sacrifice, worship, Woden, Frigg, Tiw, Thunor, Eostre 	<ul style="list-style-type: none"> Saga, runes, Odin, Frigg, Longhouse Peasantry,
World History				
	Year 3	Year 4	Year 5	Year 6
National Curriculum	ANCIENT GREECE	LOCAL HISTORY STUDY & CHRONOLOGICAL KNOWLEDGE BEYOND 1066	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago
<ul style="list-style-type: none"> Greek life and achievements and their influence on the western world A local study that could extend beyond 1066 An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty Choose one of: <ul style="list-style-type: none"> Mayan civilization Early Islamic civilization Benin civilization 	<p>ACE Question Who were the Groovy Greeks?</p> <ul style="list-style-type: none"> Know when and where the Ancient Greek civilization existed and its place on the ACE KS2 timeline Know about some key features of life in Ancient Greece and make comparisons with modern day Britain: food; religion (Greek Gods - Zeus, Posiedon, Hades, Hera, Aphrodite, Ares, Athena, Apollo, Hermes, Artemis); houses and settlements; clothes, art and culture (sport) Know about the political system in Ancient Greece and make comparisons with modern British democracy Know at least five sports from the Ancient Greek Olympics and make comparisons with modern day Olympics (sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration) 	<p>ACE Question How did World War 2 affect Hull?</p> <ul style="list-style-type: none"> Know when World War 2 occurred and its place on the ACE KS2 Timeline Know key events from World War 2 and order them on a timeline - Hitler's troops invade Poland, The Battle of France, The Battle of Britain, The Blitz, The evacuation at Dunkirk, The German invasion of Russia, Japan bombs Pearl Harbour, Dambusters raid, the Normandy landings, the battle of the Bulge, VE Day, Surrender of Japan - Chamberlain/Churchill in power (2nd) Know that Hull was the most bombed city in England outside of London during World War 2 - the Hull Blitz Know the effects the German bombing raids of Hull had upon the landscape of our city and local area - key buildings to have been bombed (houses and settlements) Know the effects World War 2 had upon the people of our city - food and clothing including rationing (fair distribution/good health for all/benefit for lower income families) and evacuation of children into the local area beyond the city Know how and why WW2 events are commemorated (cenotaph/memorials/Remembrance Day/British Legion/VE Day) 	<p>ACE Question Would you have liked to have been an Ancient Egyptian Inventor?</p> <ul style="list-style-type: none"> Know the names, locations and time periods of some of the advanced societies that were in the world around 3000 years ago (lead in with an overview of where and when the first civilizations appeared - Ancient Sumer, Indus Valley and Shang Dynasty before a depth study of Ancient Egyptians) BBC Lost Lands video clips Know when and where the Ancient Egyptian civilization existed and its place on the ACE KS2 timeline Know about some of the key features of life in Ancient Egypt: food and farming including River Nile; Religion including Gods,Pharos,and mummification; houses including servants and slaves; clothes including jewellery and make-up; Know about the key achievements of Ancient Egypt: Focus on: mathematics, calendars and clocks; writing and paper; medicine and surgical instruments; technology such as levers, plough, mills, ramps and its impact on building with stone (pyramids and sphinx). 	<p>ACE Question Were the Mayans Marvellous?</p> <ul style="list-style-type: none"> Know when the Mayan civilization existed and its place on the ACE KS2 timeline (c AD 900) Know where the Maya people lived and name some major cities Know about some of the key features of life in ancient Mayan civilization and why the Mayans were considered an advanced society in relation to that period of time in Europe: Focus on: food and farming; Religion and Gods, Houses and settlements; clothes, art and culture.
Key Vocabulary	<ul style="list-style-type: none"> Empire, Philosophy, Athenians, Spartans, Citizen, Democracy, Democratic, Politics, Olympics, Plague, Truce, Zeus, Loincloth, Apollo, Sacred truce, Temple 	<ul style="list-style-type: none"> WW2, high explosives, Europe, leaders – Chamberlain, Churchill, Hitler, Stalin, Roosevelt, Dunkirk, Battle of Britain, Blitz, bomb damage, evacuation, evacuee, rationing, cenotaph/memorials/ Remembrance Day/British Legion/VE Day 	<ul style="list-style-type: none"> Archaeologist, Civilization, Pharaohs, Vizier, Scribe, Tombs, Sarcophagus, Mummy, Pyramid, Sphinx, Hieroglyphs, Papyrus,, Scarab 	<ul style="list-style-type: none"> Civilization, Mesoamerica, sacrifice, worship, ritual, Xibalba, upperworld, base 10, base 20, vigesimal number system, Glyphs, syllabogram, logogram, codex, Codices, Cacao, Maize Chichen Itza, Ahau or Ahaw, Batab, Itzamnahuihil, Kin, Kukulcan, Uinal

History: Year 1 'now knowledge' and 'sticky knowledge'




Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content through:

KS1 timeline Dinosaurs, The Gunpowder Plot, Great Fire of London, Victorian era, World War 1, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.

Changes in everyday life Toys, schools, clothes, housing, transport, shops, everyday technological objects

	National Curriculum	Did the Queen play with an i-pad when she was a child?	Why do we have Bonfire Night?
KS1 Working Historically	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time 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 Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. <p><u>Presenting, Organising and Communicating</u></p> <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.
Within living memory	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> Know that the toys they play with are different to those of the Queen's generation (1930's toys) Know the main differences between their school days and that of ordinary children of the Queen's generation. (1930's school) Sort a number of artefacts by age (toys and school items from 1930's and 2020) <div style="display: flex; justify-content: space-around;">    </div>	
Beyond living memory	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [e.g the Great Fire of London, the first aeroplane flight or events] 		<ul style="list-style-type: none"> Know about an event or events that happened long ago, before their grandparents were born (The Gunpowder Plot) Know a story about an historical event (The Gunpowder Plot) Know that the plotters gang had links with the local area (2 plotters came from Welwick in East Yoks and Guy Fawkes came from York)

*Skipping, Marbles, Snakes and ladders, Ludo
Blackboard, Chalk, Nit nurse, Inkwell, Pen and nib,*


	<p><i>commemorated through festivals /anniversaries]</i></p>		<ul style="list-style-type: none"> ● Know when the Gunpowder Plot was and its place in the ACE KS1 timeline ● Know that clothes in the past (1600's) are different from today <p>https://www.twinkl.co.uk/resource/tp-h-071-planit-history-ks1-the-gunpowder-plot-unit-pack</p> 
			<p>England, Guy Fawkes, King James 1, Houses of <u>Parliament</u>, Catholics, high <u>treason</u>, guard, plotters, gunpowder, prison, captured</p>
<p>Lives of significant people</p>	<ul style="list-style-type: none"> ● <i>The lives of significant individuals in the past who have contributed to national and international achievements - some should be used to compare aspects of life in different periods</i> 	<ul style="list-style-type: none"> ● Know the name of a famous person from the past and explain why they are famous (Queen Victoria) ● Know when the Victorian era was and its place in the ACE KS1 timeline ● Know that the toys they play with are different to those of Queen Victoria's generation. (Victorian toys) ● Sort a number of artefacts by age (toys from Victorian era and 2020) ● Know what a number of older objects were used for (Victorian toys) ● Order a number of artefacts by age (toys from 1830's, 1930's 2020's) <p>https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhk https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhhk</p> 	
<p>Local history</p>	<ul style="list-style-type: none"> ● <i>Significant historical events, people and places in their own locality</i> 	<ul style="list-style-type: none"> ● Know that Queen Victoria visited Hull (1854) and local landmarks were named after her - Queen Victoria Square and Queen's Gardens ● Know that Queen Elizabeth II has visited Hull several times (1957 HRI, 1981 Humber Bridge opening, 1999 700th birthday of the city, 2017 City of Culture) 	




History: Year 2 'now knowledge' and 'sticky knowledge'

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content through:

KS1 timeline Dinosaurs, The Gunpowder Plot, Great Fire of London, Victorian era, World War 1, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.

Changes in everyday life Toys, schools, clothes, housing, transport, shops, everyday technological objects

	National Curriculum	What happened in the Great Fire of London?	Who were Neil Armstrong and Amy Johnson?
KS1 Working Historically	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time 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 Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. <p><u>Presenting, Organising and Communicating</u></p> <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 	<p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.
		<i>During ..., In ... a time, When, Recently, Past, present, future, Artefacts, Historical, Chronological, Time period, Olden days, Old fashioned, Modern, Sources</i>	<i>During ..., In ... a time, When, Recently, Past, present, future, Artefacts, Historical, Chronological, Time period, Olden days, Old fashioned, Modern, Sources</i>
Within living memory	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> Know how everyday technological items we use have changed over time (2020 / 1960's everyday objects: see vocab below – Neil Armstrong) Know how to place every day technological items in chronological order (1910's, 1960's, 2020) 
			<i>Typewriter / computer, record player / CD player / streaming, rotary dial telephone / mobile phone, twin tub / automatic washing machine, camera with film/ mobile phone camera, Black & white TV / smart TV</i>
Beyond living memory	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [e.g the Great Fire of London, the first aeroplane flight or events commemorated through festivals /anniversaries] 	<ul style="list-style-type: none"> Know about an event or events that happened long ago, before their grandparents were born (Great fire of London) Know the similarities and differences between housing in the past (1666) and now Know how the Great Fire of London influenced town planning (spacing and building materials) Know the significant events in a story about an historical event (The Great Fire of London) Know how to place events in chronological order (sequence the events of The Great Fire of London) 	

		<ul style="list-style-type: none"> Know when the Great Fire of London was and its place in the ACE KS1 timeline https://www.twinkl.co.uk/resource/tp-l-52268-the-great-fire-of-london-sammy-the-street-dog-ebook https://www.twinkl.co.uk/resource/tp-h-042-planit-history-ks1-the-great-fire-of-london-unit-pack https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/great-fire-london/ https://www.bbc.co.uk/cbeebies/radio/my-story-isabell-great-fire 	
<p>Lives of significant people</p>	<ul style="list-style-type: none"> 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 	<p>Fire, flames, smoke, burning, London, River Thames, Pudding Lane, fireman, Samuel Pepys, diary, axe, smoke, cart, baker, bakery, escape</p>	<ul style="list-style-type: none"> Know about a famous person from the past and explain why they are famous (Neil Armstrong moon landing) Know when the first moon landing was and its place in the ACE KS1 timeline Know how to place events in chronological order (Neil Armstrong life) Know how to place everyday items in chronological order (1910's, 1960's, 2020) https://www.twinkl.co.uk/resource/tp-h-013-planit-history-ks1-great-explorers-lesson-4-neil-armstrong-and-christopher-columbus-missions-lesson-pack https://www.twinkl.co.uk/resource/t-tp-77-neil-armstrong-powerpoint https://www.bbc.co.uk/teach/class-clips-video/ks2-neil-armstrong/zr9tjhy  <p>Similar, different, astronaut, pilot, grocers, green grocers, ironmongers, butchers, poulterers, bakers</p>
<p>Local history</p>	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> Know the name of a famous person from the past, or a famous place, close to where they live (Amy Johnson) Know about an event or events that happened long ago, before their grandparents were born (Amy Johnson's solo flight to Australia) Know how to place events in chronological order (Amy Johnson's flight to Australia) Know when the first female solo flight to Australia was and its place in the ACE KS1 timeline Know how the local area is different today to the way it used to be a long time ago (shops in Hull in 1910's) Differentiate between things that were here 100 years ago and things that were not (including shops and transport) (1910's) Know that everyday life is different today than it was a long time ago (transport, shops, technological items) (2020 / 1910 - Amy Johnson) Know how to place everyday items in chronological order (1910's, 1960's, 2020)  <p>Past, present, similar, different: grocers, green grocers, ironmongers, butchers, poulterers, bakers: Bi-plane, steam train, automobile, tram, horse drawn carriages, horse drawn bus, car., gramophone, candlestick telephone, mangle, wash tub, folding camera, silent film</p>

History: Year 3 'now knowledge' and 'sticky knowledge'

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content.

KS2 timeline Pre-Historic, Stone Age, Bronze Age, Ancient Egyptians, Iron Age, Ancient Greeks, Romans, Mayans, Birth of Christ, Anglo Saxons, Vikings, 1066, The Gunpowder Plot, Great Fire of London, Victorian era, World War 1, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.

Themes Food /farming; Religion; Houses and settlements; Clothes and culture

Who first lived in Britain?

Working Historically

Historical Investigations

- use a range of sources to find out about the past;
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- gather more detail from sources such as maps to build up a clearer picture of the past;
- regularly address and sometimes devise own questions to find answers about the past;
- begin to undertake their own research.

Chronological Understanding

- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;
- understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)

● *Primary Sources, Secondary Sources, Refer to time specific vocabulary, e.g. centuries (100's of years ago), era, time period, Chronological, Change, Cause, Similarity, Difference*

CHRONOLOGY of life in Britain

Know how Britain changed between the beginning of the Stone age and the Iron age.

- Know what is meant by a 'civilization' and that the Stone, Iron and Bronze Ages are examples
- Know when the Stone, Iron and Bronze Ages were
- Know what humans needed for survival in the Stone Age and what is meant by 'hunter-gatherers'
- Know what was found at Skara Brae and why it is important
- Know why copper mining was significant to the people of the Bronze Age
- Know why Stonehenge is a significant site (Bronze Age advancements in religion, technology and travel)
- Know how and why hillforts were developed in the Iron Age (tribal kingdoms and farming)



- Know the main differences between the stone, bronze and iron ages, – **tools; food/farming; homes/settlements; clothes, art and culture**

<https://www.twinkl.co.uk/resource/tp2-h-069-planit-history-uks2-stone-age-to-the-iron-age-unit-pack>
<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/stone-age-iron-age-britain/>
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ancient-voices/zvkj92p>
<http://www.ferribyboats.co.uk/>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-hill-forts/z4xx6v4>
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-story-of-britain/zj4r7nb>

- *Archaeologists, Artefact Civilization, B.C. Chronology, Neolithic, Tribal, Stone Age, Bronze Age, Iron Age, Shelter, Settlement, Hunter-gatherer, Prey, Peasant, flint, spear, axe, bow and arrow, mammoth, cave painting, fur pelt, throwing stones, spears, Skara Brae, hand axe, antler, borer, hammerstone, Stonehenge, roundhouse, pottery, Celts, hillfort, smithing, armour, druids*

Who were the Groovy Greeks?

Working Historically

Knowledge and Understanding of Events, People and Changes in the Past

- note key changes over a period of time and be able to give reasons for those changes;
- find out about the everyday lives of people in time studied compared with our life today;
- explain how people and events in the past have influenced life today;
- identify key features, aspects and events of the time studied;
- describe connections and contrasts between aspects of history, people, events and artefacts studied.

● *Primary Sources, Secondary Sources, Refer to time specific vocabulary, e.g. centuries (100's of years ago), era, time period, Chronological, Change, Cause, Similarity, Difference*

World History

- Know when and where the Ancient Greek civilization existed and its place on the ACE KS2 timeline
- Know about some key features of life in Ancient Greece and make comparisons with modern day Britain: **food; religion (Greek Gods - Zeus, Posiedon, Hades, Hera, Aphrodite, Ares, Athena, Apollo, Hermes, Artemis); houses and settlements; clothes, art and culture (sport)**
- Know about the political system in Ancient Greece and make comparisons with modern British **democracy**
- Know at least five sports from the Ancient Greek Olympics and make comparisons with modern day Olympics (**sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration**)

<https://www.twinl.co.uk/resource/tp2-h-038-planit-history-uks2-ancient-greece-unit-pack>

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/ancient-greece/>
<http://www.primaryhomeworkhelp.co.uk/greece/dailylife.htm#mw>



History: Year 4 'now knowledge' and 'sticky knowledge'

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content.

KS2 timeline Pre-Historic, Stone Age, Bronze Age, Ancient Egyptians, Iron Age, Ancient Greeks, Romans, Mayans, Birth of Christ, Anglo Saxons, Vikings, 1066, The Gunpowder Plot, Great Fire of London, Victorian era, World War 1, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.

Recurring Themes Food /farming; Religion; Houses and settlements; Clothes and culture

What did the Romans do for us?

Working Historically

Chronological Understanding

- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;
- understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)

Presenting, Organising and Communicating

- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
- start to present ideas based on their own research about a studied period.

- *Primary Sources, Secondary Sources, Refer to time specific vocabulary, e.g. centuries (100's of years ago), era, time period, Chronological, Change, Cause, Similarity, Difference*

CHRONOLOGY of life in Britain

The legacy of the Roman Empire and its impact on Britain

- Know what an 'empire' is and the extent of the Roman Empire
- Know when the Romans were in England and where they originated from
- Know about some of the key features of life in Roman Britain: **food; religion; houses and settlements; clothes and culture**
- Know how the Roman occupation of Britain helped to advance British society – roads, walls, bridges and aqueducts - (slavery); **religion**; language, writing and numbers; **food** (imports)
- Know that there was resistance to the Roman occupation (Boudicca's **rebellion**)
- Know about at least one famous Roman emperor (**Emperor Hadrian**) and why he built a wall.

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-roman-voices/zdy32sg>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-roman-britain-animation/zvdc8xs>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudicca-and-the-roman-invasion/zmyhf4j>

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztgg4wx>

<https://www.twinkl.co.uk/resource/tp2-h-035-planit-history-lks2-romans-unit-pack>

<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-roman-roads/z7c8wtq>

<https://intarch.ac.uk/journal/issue9/brough/intro1.html>

<https://www.hulldailymail.co.uk/news/history/ancient-town-been-hiding-under-2252275>

- *Invasion, Occupation, Empire, Conquer, Invade, Romanisation, Organisation,*
- *Emperor, Senate, Centurion, Londinium,*
- *Aqueduct, Roman baths, Slave, Rebellion, Peasant, Gods, Goddesses, Hadrian's Wall*



How did World War 2 affect Hull?

Working Historically

Historical Interpretations

- look at more than two versions of the same event or story in history and identify differences;
- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

Historical Investigations

- use a range of sources to find out about the past;
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- gather more detail from sources such as maps to build up a clearer picture of the past;
- regularly address and sometimes devise own questions to find answers about the past;
- begin to undertake their own research.

Presenting, Organising and Communicating

- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
- start to present ideas based on their own research about a studied period.

- *Primary Sources, Secondary Sources, Refer to time specific vocabulary, e.g. centuries (100's of years ago), era, time period, Chronological, Change, Cause, Similarity, Difference*

World History

- Know when World War 2 occurred and its place on the ACE KS2 Timeline
- Know key events from World War 2 and order them on a timeline - Hitler's troops invade Poland, The Battle of France, **The Battle of Britain, The Blitz**, The evacuation at Dunkirk, The German invasion of Russia, Japan bombs Pearl Harbour, Dambusters raid, the Normandy landings, the battle of the Bulge, VE Day, Surrender of Japan - Chamberlain/Churchill in power (2nd)
- Know that Hull was the most bombed city in England outside of London during World War 2 - **the Hull Blitz**
- Know the effects the German bombing raids of Hull had upon the **landscape** of our city and local area - key buildings to have been bombed (**houses and settlements**)
- Know the effects World War 2 had upon the **people** of our city - **food** and **clothing** including rationing (fair distribution/good health for all/benefit for lower income families) and evacuation of children into the local area beyond the city
- Know how and why WW2 events are commemorated (cenotaph/memorials/ Remembrance Day/British Legion/VE Day)

<https://www.twinkl.co.uk/resource/tp2-h-220-planit-history-uks2-planit-uks2-world-war-ii-unit-pack>

<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/world-war-2-childs-eye-view-home-front/>

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/world-war-2-ww2-europe-and-battle-britain/>

<https://www.mylearning.org/stories/the-hull-blitz/375>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-children-of-ww2/zm7wpg8>

<http://www.localhistories.org/hull.html>



- *WW2, high explosives, Europe, leaders – Chamberlain, Churchill, Hitler, Stalin, Roosevelt, Dunkirk, Battle of Britain, Blitz, bomb damage, evacuation, evacuee, rationing, cenotaph/memorials/ Remembrance Day/British Legion/VE Day*

History: Year 5 'now knowledge' and 'sticky knowledge'

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content.

KS2 timeline Pre-Historic, Stone Age, Bronze Age, Ancient Egyptians, Iron Age, Ancient Greeks, Romans, Mayans, Birth of Christ, Anglo Saxons, Vikings, 1066, The Gunpowder Plot, Great Fire of London, Victorian era, World War 1, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.

Recurring Themes Food /farming; Religion; Houses and settlements; Clothes and culture

How have the Anglo-Saxons influenced our life today?

Working Historically

Chronological Understanding

- order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- accurately use dates and terms to describe historical events;
- understand and describe in some detail the main changes to an aspect in a period in history;
- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events, People and Changes in the Past

- identify and note connections, contrasts and trends over time in the everyday lives of people;
- use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
- examine causes and results of great events and the impact these had on people;
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

● *Primary Sources, Secondary Sources, Reliability, Validity, Bias, Propaganda, Compare/Contrast, Connections, Trends, Chronological, Change, Cause, Similarity, Difference, Significance, Legacy, Continuity*

CHRONOLOGY of life in Britain

Britain's settlement by Anglo-Saxons and Scots

- Know when the Anglo-Saxons and Scots were in Britain
- Know where the Anglo-Saxons originated from and show this on a map
- Know that during the Anglo-Saxon period, Britain was divided into seven kingdoms, which lead to the creation of some of our county boundaries today
- Know the meaning of some of the place names the Anglo Saxons established
- Know what life was like in a typical Anglo-Saxon village, including **food; religion (and ultimate conversion to Christianity); houses and settlements; clothes and culture**
- Know about the Anglo-Saxon **Justice** system and compare this with modern Britain

<https://www.twinkl.co.uk/resource/tp2-h-047-planit-history-anglo-saxons-and-scots-unit-pack>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-anglo-saxon-britain/zdh2t39>

<https://www.twinkl.co.uk/resource/tp2-h-052-planit-history-lks2-vikings-and-anglo-saxons-lesson-5-laws-and-justice-lesson-pack>

<http://www.murtonpark.co.uk>

<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/invaders-and-settlers-anglo-saxons/>



● *Peasantry, Slavery, Invasion, Archaeologist, Artefact, Excavation, Angles, Saxons, (Jutes, Franks, Frisians) Scots, Picts, Anglo-Saxon, Kingdom, (Northumbria, Essex, Wessex, Sussex, Mercia, Kent, East Anglia), runes, coins, weaver, tanner, smith, potter, jeweller, woodworker, thatched, Pagan, superstitious, ritual, sacrifice, worship, Woden, Frigg, Tiw, Thunor, Eostre*

Would you like to have been an ancient Egyptian Inventor?

Working Historically

Historical Investigations

- recognise when they are using primary and secondary sources of information to investigate the past;
- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
- select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- investigate their own lines of enquiry by posing historically valid questions to answer.

Presenting, Organising and Communicating

- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;
- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
- plan and present a self-directed project or research about the studied period.

● *Primary Sources, Secondary Sources, Reliability, Validity, Bias, Propaganda, Compare/Contrast, Connections, Trends, Chronological, Change, Cause, Similarity, Difference, Significance, Legacy, Continuity*

World History

- Know the names, locations and time periods of some of the advanced societies that were in the world around 3000 years ago (lead in with an overview of where and when the first civilizations appeared - Ancient Sumer, Indus Valley and Shang Dynasty before a depth study of Ancient Egyptians) [BBC Lost Lands video clips](#)
- Know when and where the Ancient Egyptian civilization existed and its place on the ACE KS2 timeline

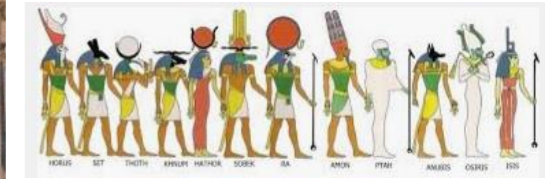
- Know about some of the key features of life in Ancient Egypt: **food and farming including River Nile; Religion including Gods,Pharos,and mummification; houses including servants and slaves; clothes including jewellery and make-up;**
- Know about the key achievements of Ancient Egypt: **Focus on: mathematics, calendars and clocks; writing and paper; medicine and surgical instruments; technology such as levers, plough, mills, ramps and its impact on building with stone (pyramids and sphinx).**

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-lost-lands/zfp6gwx>

<https://discoveringegypt.com/ancient-egyptian-inventions/>

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earliest-civilisations-ancient-egyptians/>

<https://www.twinkl.co.uk/resource/tp2-h-102-planit-history-lks2-ancient-egypt-unit-pack>



- *Archaeologist, Civilization, Pharaohs, Vizier, Scribe, Tombs, Sarcophagus, Mummy, Pyramid, Sphinx, Hieroglyphs, Papyrus,, Scarab*

History: Year 6 'now knowledge' and 'sticky knowledge'

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content.

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Recurring Themes Food /farming; Religion; Houses and settlements; Clothes and culture

Were the Vikings always vicious?

Working Historically

Historical Interpretations

- find and analyse a wide range of evidence about the past;
- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;
- consider different ways of checking the accuracy of interpretations of the past;
- start to understand the difference between primary and secondary evidence and the impact of this on reliability;
- show an awareness of the concept of propaganda;
- know that people in the past represent events or ideas in a way that may be to persuade others;
- begin to evaluate the usefulness of different sources.

Chronological Understanding

- order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- accurately use dates and terms to describe historical events;
- understand and describe in some detail the main changes to an aspect in a period in history;
- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

- *Primary Sources, Secondary Sources, Reliability, Validity, Bias, Propaganda, Compare/Contrast, Connections, Trends, Chronological, Change, Cause, Similarity, Difference, Significance, Legacy, Continuity*

CHRONOLOGY of life in Britain

Vikings

The Viking and Anglo-Saxon struggle for the kingdom of England at the time of Edward the Confessor

- Know when the Vikings were in England.
- Know where the Vikings originated from and show this on a map
- Know local sites where Vikings settled - York / Jorvik (settlements)
- Know why King Alfred the Great and King Athelstan are important.
- Know what Danegeld was
- Know and explain key aspects of Viking life: **food; religion; houses and settlements; clothes and culture**
- Know how the Viking age in Britain came to an end and Norman rule began

<https://www.twinkl.co.uk/resource/tp2-h-056-planit-history-lks2-vikings-and-anglo-saxons-unit-pack>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2--ks3-vikings/zhys92p>

<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/invaders-and-settlers-vikings/>



- *Archaeologist, Raids, Vicious, Invasion, Denmark, Sweden, Norway, Norse, Scandinavia, Long ship,*
- *Alfred the Great, King Athelstan, Danelaw, King Ethelred the Unready, Danegeld*
- *Saga, runes, Odin, Frigg, Longhouse, Peasantry,*

Were the Mayans marvellous?

Working Historically

Historical Investigations

- recognise when they are using primary and secondary sources of information to investigate the past;
- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
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- examine causes and results of great events and the impact these had on people;
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

- *Primary Sources, Secondary Sources, Reliability, Validity, Bias, Propaganda, Compare/Contrast, Connections, Trends, Chronological, Change, Cause, Similarity, Difference, Significance, Legacy, Continuity*

World History

- Know when the Mayan civilization existed and its place on the ACE KS2 timeline (c AD 900)
- Know where the Maya people lived and name some major cities
- Know about some of the key features of life in ancient Mayan civilization and why **the Mayans** were considered an advanced society in relation to that period of time in Europe: **Focus on: food and farming; Religion and Gods, Houses and settlements; clothes, art and culture.**

<https://www.twinkl.co.uk/resource/tp2-h-078-planit-history-uks2-the-maya-civilisation-unit-pack>

<https://www.youtube.com/watch?reload=9&v=iaKofHyZ00c>

<https://www.youtube.com/watch?v=NTCSTUfRTMA>

https://www.youtube.com/watch?v=212_i8f6YtY

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/maya/>

<https://www.bbc.co.uk/teach/class-clips-video/ks2-ks3-history-of-early-civilisations/zvm647h>

- *Civilization, Mesoamerica, sacrifice, worship, ritual, Xibalba, upperworld, base 10, base 20, vigesimal number system, Glyphs, syllabogram, logogram, codex, Codices, Cacao, Maize*
- *Chichen Itza, Ahau or Ahaw, Batab, Itzamnahuipil, Kin, Kukulcan, Uinal*

