



History CURRICULUM SKILLS OVERVIEW

History Key Concepts

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Disciplinary Concepts							
Chronology							
Historical Interpretations							
Change and Continuity							
Similarities and Difference							
Historical Significance							
Cause and Consequence							
Sources and Evidence							
Substantive Concepts							
Invasion and Conflict							
Trade							
Settlement							
Civilisation							
Monarchy and Rulers							

	Knowledge	Skills	Key Vocabulary	
EYFS	<p>I know the difference between the past and the present, recognising that different objects come from different times e.g. car, old vehicles, train - comparing similarities and differences.</p> <p>I know some traditional songs and stories.</p> <p>I understand different times in the day. I can use language such as today, yesterday, when I was little.</p> <p>I know the key differences between my life and the lives of family members of different ages.</p>	<p>I can ask a question about the past using the correct tense. E.g. Why did that train have steam?</p> <p>I can tell you things that are similar and different about the past and present day.</p> <p>I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach.</p> <p>I can sequence using a timeline.</p> <p>I can recite a traditional story and sing a traditional song.</p>	<p>today yesterday tomorrow the present the past the future day week month long ago old new/recent</p>	<p>parent grand parent memory calendar Who? What? artefact</p>
Year 1	<ul style="list-style-type: none"> • I understand that we have a Monarch who reigns over us and that Britain has had a king or queen for many years. • I appreciate that some famous people have helped our lives be better today, such as; Rosa Parks and Florence Nightingale • I can speak to people about their experiences of the past and how things have changed, such as transport, music, movies and toys. • I understand first hand experiences and eye witness accounts. • I can begin to identify the difference between a long time ago and a very long time ago. (Last 100/200 years and millions of years ago). • I know why we have celebrations and why we started them. • I know what celebrations happen in our local area. (I know significant historical events, people and places. 	<ul style="list-style-type: none"> • I have an understanding of chronology (using words such as first, next, then, before, after). • I can talk about things that happened when my parents were little - I can use a timeline. • I can order three objects in chronological order. • I can ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past. • I can compare transport, toys and technology from now to the past . 	<p>year decade century ancient modern long ago timeline date order similar different important detective opinion artefact What...? When...? Where...?</p>	<p>Now and Then simple mechanical inventions grandparents' time the older generation memories drawing photograph camera living memory remembers 1920s-2000's toys music players materials wood plastic</p> <p>Significant People Significant Inspirational brave Crimea Nurse Disease Civil rights discrimination Race</p>

Year 2	<ul style="list-style-type: none"> I appreciate that some famous people have helped our lives be better today, such as; Space explorers – Neil Armstrong I recognise the changes that I have witnessed in our local area and in Great Britain (Seasides). I know significant historical events, people and places in my local area. I understand that key events happened in History that I can't remember but that they impacted what we do now. I know that Britain has had a Monarch for many years. I can recount some interesting facts from a historical event, such as where the fire of London started. Great Fire of London, Samuel Pepys. 	<ul style="list-style-type: none"> I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. I can sequence a set of events in chronological order and give reasons for their order: Great fire of London, Explorers of the New worlds. I can answer questions by using a specific source, such as an information book. I can research about a famous event that happens in Britain and why it has been happening for some time. I can use research skills to explain how my local area was different in the past - Through evidence such as photographic, maps and newspaper reports. I can make 'Now and Then' comparisons of our local area. 	<p>anachronism chronological order era/period investigate research evidence Why...? historians experts opinion artefact What...? When...? Where...? After, past, present, then & now</p>	<p>The Great Fire of London Samuel Pepys diary explorers travel encounter impact significant brave pioneer America</p> <p>Seaside Carousel Promenade Souvenirs Bathing machine Steam train Pier bandstand</p> <p>Space Explorer Astronaut Significant Gravity Lunar Orbit Crater Apollo 11 Saturn V Module Columbia Command Dock</p>
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Year 3	<ul style="list-style-type: none"> • I can recognise changes in Britain from the Stone Age to the Iron Age. • I can begin to picture what life would have been like in Ancient Egypt. • I can suggest why certain events happened as they did in history. • I recognise that our knowledge of the past is constructed from different sources of evidence. • I can choose parts of stories to gather an idea of significant people/rulers and events. • I recognise the impact history from these periods has had on our local area. 	<ul style="list-style-type: none"> • I can describe events and periods using BC and AD, century, ancient and prehistoric. • I can use a timeline to order specific dates in history. • I can use two sources to piece together information about periods in history. • I can research similarities and differences between given periods. 	<p>letters newspapers websites detective anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be Evidence</p>	<p>Stone Age - Iron Age Neolithic Bronze Age Skara Brae hunter -gatherer religion spirits Stonehenge hill forts sacrifice</p> <p>Ancient Egypt Ancient Egyptians The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun</p>
Year 4	<ul style="list-style-type: none"> • I can begin to picture what life would have been like in Ancient Greece. • I recognise key facts about the Roman Empire and its impact on Britain. • I can use dates and historical terms when ordering events and objects on a timeline. • I identify where people and events fit into a chronological framework. • I recognise what happened as a result of events that happened a long time ago around the world and locally. • I can select and organise relevant information to present in a range of ways. 	<ul style="list-style-type: none"> • I can note connections, contrasts and trends over time and develop the appropriate use of historical terms. • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. • I can describe and compare characteristics, features and achievements of the earliest civilisations. • I offer a reasonable explanation for some events. • I can use sources to address historically valid questions and hypotheses. • I am beginning to evaluate the usefulness of different sources. 	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology first hand evidence second hand evidence</p>	<p>Romans and Celts Boudicca Romans invasion civilisation Emperor Caesar republic empire army/soldiers resistance conquest revolt outpost colony</p> <p>Ancient Greece Sparta Athens culture legacy democracy impact effects consequences gods/goddesses</p>

<p>Year 5</p>	<ul style="list-style-type: none"> ● I know key facts about Britain's settlement by Anglo-Saxons and Scots ● I know key facts about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ● I use dates and historical terms in their work to sequence events and periods in time. ● I can draw a timeline with different time periods outlined which show different information, such as periods of history, places and when famous people lived. ● I can use my mathematical skills to work exact time scales, discussing short term and long term time scales. ● I can study different aspects of different people - e.g difference between men and women in a historical context. ● I can compare and contrast early and late stages in a studied period. 	<ul style="list-style-type: none"> ● I have constructed responses to historical questions, explaining the things that have changed and the things which have stayed the same. ● I can examine causes and results of great events and the impact of these. ● I use a wider range of sources to answer questions and test hypotheses. ● I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction. ● I can discuss and debate historical issues. 	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that.... Historian archaeologist archaeology to weigh up both sides on one hand however different experiences primary evidence secondary evidence eye witness</p>	<p>Anglo Saxons and Scots invasions kingdoms settlements conversion Christianity reputation raids resistance Danegeld</p> <p>Vikings Heathen pillage raid plunder sea -farer slave oar norsemen invader dane conquest</p> <p>Industrial Revolution invention migrate rural industry/ industrialised Act of Parliament Age of steam engines Technological advancement Imperial/ empire</p>
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Year 6	<ul style="list-style-type: none"> ● I use key knowledge from a local history study.(a study over time tracing how several aspects of national history are reflected in the locality, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - WWI) ● I can begin to picture what life would have been like in a non -European society that provides contrasts with British history – Maya civilization c. AD 900. ● I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. ● I can demonstrate knowledge of a key concept or aspect in British History that extends their chronological knowledge beyond 1066. ● I use dates and a wide range of historical terms in my work to sequence events and periods in time. ● I develop a secure knowledge of the events and periods of time I have studied throughout school. ● I examine and compare different beliefs, behaviours and characteristics of people, recognising that not everyone shares the same opinion. ● I recognise that some events, people and changes are judged as more significant than others. ● I regularly address and devise historically valid questions and hypotheses. 	<ul style="list-style-type: none"> ● I analyse, link and contrast within and across different periods of time, including short and long term scales. ● I recognise primary and secondary sources. ● I can use a range of sources to find out about an aspect of the past. ● I suggest omissions and the means of finding out. ● I can bring knowledge gathered from several sources together in a fluent account. ● I can discuss and debate historical issues, using contrasting evidence and opinions. ● I can use appropriate vocabulary when discussing and explaining historical events. ● I choose the best way to communicate different historical findings. 	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years traditional view attitudes variety of sources different experiences this source suggests that.. I can infer that... impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been...</p>	<p>Victorians The Industrial Revolution child labour mills/factories reformers legislation slums epidemics represent Native Americans culture stereotype diversity</p> <p>WW2 (Battle of Britain) 20th century World War II Air raids/ air raid siren Radar Royal Airforce Luftwaffe Allies Axis Powers Blackout Nazi/ fascist Dog fight Blitz Home Front morale</p> <p>The Ancient Maya Central America Mexico empire city -state astrology astronomy codex excavate cenote pok-ol-pok stele</p>
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	YR	Y1	Y2	Y3	Y4	Y5	Y6
	Disciplinary Concepts						
Chronology	AUT 1 Sequence events for today and yesterday. AUT 1 Order their own day using now and next on a visual timetable.	AUT 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Spr 2 Photographs can be ordered chronologically on a timeline. AUT 1 A family tree is a diagram that shows the relationship between people in several generations of a family.	AUT 2/ Spr 1 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Aut 2/ Spr 1 Place important events on a timeline - The Great Fire of London, Neil Armstrong standing on the moon, Queen Elizabeth ascending to the throne. Sum 2 A historical period is the duration of a monarch's reign. Historical periods include Anglo-Saxon, Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of	AUT 1/ 2 A timeline is a display of events and dates in chronological order. AUT 2 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Spr 2 Timelines cross over. One timeline does not end for another one to begin.	Spr 2 Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. AUT 1 Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect. AUT 2 Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements,	Sum 1 Key changes within a shorter period of time such as, the Industrial Revolution can be placed on a self drawn timeline. AUT 2/ Spr 2 Language used when discussing chronology over a period of time - decades, hundreds of years, thousands of years and hundreds of thousands of years and millions of years.	Spr 1 Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Aut 1 Important events during the Second World War can be sequenced to show dates and times of particular events.

			Windsor. AUTUMN 2 A historical period is an era or a passage of time that happened in the past. For example, Elizabethan Britain is a period in British history.		scientific developments and deaths.		
Interpretation and Reasoning	SUM 2 Asking questions about the past to those who have a first hand account. SPING2 Explore historical sources such as photographs and artefacts.	AUT 2 Ask questions about artefacts and photographs and develop their understanding of what things are and why they were used.	SPRING 2 Categories for sorting significant people include explorers, activists, monarchs, scientists and artists. SPRING 2 Diamond ranking is a way of organising information and data from most to least important. AUT 2 A fact is something that is known or true. An opinion is a thought or belief about something.	SPRING 2 Picture what life would have been like in Ancient Egypt.	Aut 1/ 2 Explain what the Greeks achieved and their influence on the modern world - democracy, birth of modern civilisation, religion (multiple gods). Suggest why Pheidippides ran to Sparta. Suggest reasons why the Trojan Horse was an effective use of warfare. Spr 2 Present knowledge in a range of ways giving an evidence based reason to explain an event - Pompeii, invasion of Britain, expansion of the Roman Empire and the building of Hadrian's Wall.	AUT 2 Construct arguments whilst debating using evidence from sources. Explain why the Anglo Saxons were successful and changes over time using reasoning based on historical evidence.	SUMMER 1 Bring together knowledge that has been gathered from a range of sources to create a fluent account of an event using appropriate historical vocabulary. Spr 1 Debate and discuss historical issues, using contrasting evidence and opinions. Providing a balanced argument.
Continuity and Change	SPRING 1 Traditional songs and stories change over time.	AUT 1 Changes within living memory have happened	AUT2 Hierarchy is a way of organising people according	AUT2/SPRING 1 The lives of people in the Stone Age,	Aut 1/2 The word philosopher means 'lover of wisdom',	Sum 1 Monarchy affected England and the way in which it was	Sum 1 The characteristics of the earliest civilisations

	<p>Ideas can be changed through the telling of the story.</p>	<p>over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p>	<p>to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p>	<p>Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>AUT 2 Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles.</p> <p>SPRING 1 Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of</p>	<p>and ideas from ancient Greek philosophers are still studied today.</p> <p>Aut 1/2 The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>AUT 1 Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>AUT 2 The influences of Roman civilisation on Britain include the building of roads, houses and villas with</p>	<p>ruled dependent on who was King or Queen.</p>	<p>include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Aut 1 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p>
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				food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.	technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.	<p>SUMMER 2 Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history.</p> <p>SUMMER 1 The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions. The assassination of Archduke Franz Ferdinand of Austria Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were</p>
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							then drawn into the war
Similarity and Difference	AUT1 There are similarities and differences between myself, my siblings, my parents and grandparents.	SPRING 2 Objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	SUMMER 2 Identifying similarities and differences helps us to make comparisons between life now and in the period of Victorian seaside.	AUTUMN 2 In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were poor. An increase in wealth lead to conflicts between tribes and the need for defensive walls around settlements.	SPRING 2 To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.	AUTUMN 2 Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.	AUTUMN 1 Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
		SUMMER 1 Rosa Parks and Florence Nightingale were women who fought for a cause. They had different backgrounds and life experiences.	SUMMER 2 Aspects of everyday life from the past, such as houses, jobs and shops within Harrietsham, Kent.			SUMMER 1 The everyday lives of men and women in the Industrial Revolution were significantly different from that of today.	SUMMER 1 Compare and contrast the Maya civilisation with British history. Life, food, games, buildings, writing, stories, religion, hierarchy.
						SUMMER 1 Compare and contrast late and early stages of a	

						<p>period – Industrial Revolution.</p> <p>SPRING 1 The everyday lives of the Vikings were similar to the Anglo-Saxons in many ways. Both lived in houses made from wood and wattle and daub, both brought pagan beliefs in multiple gods to England and both worked mainly as farmers or crafts people. However there were differences, for example, the Vikings were great sea farers and were skilled boat builders and they had a warrior culture.</p>	
Significance	<p>AUT 2 Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.</p>	<p>AUT 1 A significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model.</p> <p>SUMMER 1</p>	<p>AUT 2 Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>	<p>SPRING 2 Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and</p>	<p>SPRING 2 A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions</p>	<p>SUMMER 1 Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>	<p>AUT 1 Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>SPRING 1</p>

		In history, the term significant individual describes a person who is great, important or worthy of attention.	<p>SPRING 1 Historians use different sets of criteria to help them make judgements about significance.</p> <p>SPRING 2 Important individual achievements include great discoveries and actions that have helped many people.</p>	understanding through scientific research and discovery and provided inspiration for the way people should live.			<p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>AUT 1 The Second World War was the most technologically advanced conflict in history. The bouncing bomb was invented to target dams in Germany; aircraft became more advanced and the jet engine was used for the first time; Germany developed rocket technology to target Allied cities; radar technology was invented by British scientists to detect objects beyond human sight; codebreaking technology and computers were invented to</p>
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							<p>decode enemy messages and the atomic bomb was developed, which was the most destructive weapon used in the Second World War.</p> <p>AUT 1 Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. The poppy is a universal symbol of remembrance. Memorials, monuments and ceremonies commemorate people who have died as a result of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.</p>
Cause and Consequence	<p>SPRING 1 Explain why one character in a simple story took the action he or</p>	<p>SUMMER 1 Can give a simple reason why a person acted as</p>	<p>SPRING 1 Clear explanation given of an important event, offering two or</p>	<p>SPRING 2 Identify reasons for, and results of people's actions. Understand why</p>	<p>AUT 2 Describe how aspects of history influence how we act and live today.</p>	<p>SPRING 2 Causes might be connected in some way; one cause might be linked to</p>	<p>SUMMER 1 Explain an event with reference to abstract ideas such as long and</p>

	<p>she did. Can explain why they took the action they did when discussing 'myself'.</p>	<p>they did in a historical situation.</p>	<p>three reasons why an event took place, eg: why the Great Fire spread so quickly.</p>	<p>people may have wanted to do something.</p> <p>SPRING 2 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>	<p>Look for links and effects in time studied and offer a reasonable explanation for some events.</p> <p>SPRING 2 Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p>	<p>another making the event much more likely to happen.</p> <p>AUT 2 Monasteries are places where monks live, work and pray, which are separated from the outside world. Monasteries were important for spreading Christianity to the Anglo-Saxons, promoted reading and writing and provided help for the poor.</p>	<p>short-term or events building up. Start to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;</p> <p>AUT 1 There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace keeping organisation, the League of Nations, and appeasement by Britain and France.</p> <p>AUT 1 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and</p>
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							living conditions or short term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
Enquiry	SPRING 2 Ask questions around a familiar concept. Why do they have different clothes?	SPRING 2 Historical sources include artefacts, written accounts, photographs and paintings. SUMMER 1 First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.	SPRING 1/ SUMMER 2 Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. SUMMER 2 Research historical events using Information books.	AUT 1/ 2 Historical sources include artefacts, written accounts, interviews, word of mouth, photographs and paintings. SPRING 2 Two sources can be used to investigate periods in history.	SPRING 2 Relevant historical information can be organised as written texts, tables, diagrams, captions and lists. SPRING 2 A range of sources are used to inform a hypothesis. AUT 2 An historical enquiry focuses on exploring evidence then creating a single enquiry question - why were the Roman military so successful?	SUMMER 1 Primary sources of evidence were made in the period of time studied, and include artefacts, written evidence, buildings and art. Secondary sources were created after the time, and use information gathered from other sources to give a picture of the period. They include information books, historical reports and reconstructions. Some sources are more reliable than others and may contain bias because of who, when and why they were created..	AUT 1 Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). AUT 1 Questions can be used to evaluate

							the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
Invasion and Conflict		SPRING 1 Rosa Parks faced racial conflict based on the civil rights movement. Mary Anning was a fossil collector (palaeontologist) who made multiple discoveries but was not credited for them. Male scientists took credit for her discoveries.	SUMMER 2 Significant activists during the Victorian period including the suffragettes SUMMER 2 How the British Empire developed during Queen Victoria's reign and involved overseas conflict across the globe.	SPRING 2 King Tutankhamun ruled the country at a time of conflict, when battles over land raged between Egypt and the neighbouring kingdom of Nubia.	SPRING 2 The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain. AUT 1/2 The Greeks were made up of a number of city-states such as Sparta and Athens. Typically these city-states fought each other, but they united to fight against the Persians. The Persian Wars were a series of wars fought between the Persians and the Greeks from 492 BC to 449 BC.	AUT 2 During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans. SPRING 2 The Viking invasion and Anglo-Saxon defence of England led to many conflicts. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.	AUT 1 Knows about democratic and undemocratic rule. SPRING 1 Knows that propaganda was used to persuade, that warfare itself can result in positive and negative social change (suffrage, voting rights, home front), that resources traded may not always have equivalent value (fairness). AUT 1 The Battle of Britain was a major air campaign fought over southern
					AUT 1	SPRING 2	

					<p>Knows that invasion involves fighting.</p> <p>SPRING 2 Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Knows that during an invasion motive is often for a resource, that power is taken, that a ruler is replaced, that customs may change or be banned, that culture can be lost, that relics can be stolen or destroyed, and that indigenous populations may be enslaved or killed.</p> <p>SPRING 2 England was not a peaceful kingdom after Athelstan. The kingdom was ruled by a succession of Anglo-Saxon and Viking monarchs who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne.</p> <p>SPRING 2 The first Viking attack on what is now England that can be tied to a specific date was the raid on Lindisfarne, off the north-east coast, in 793. The attack on Lindisfarne monastery was important as this place was</p>	<p>Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to invade and occupy Britain.</p> <p>AUT 1 Conflict spread around the world in the Second World War.</p>
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						considered the holiest of shrines to its Christian believers.	
Trade				<p>AUT 1 Knowledge of ironworking arrived with the Celts. It improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe.</p> <p>AUT 2 During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased.</p> <p>AUT 2 The Dark Age started c1100 BC.</p>	<p>SPRING 2 Traders brought the news of Christianity to Roman Britain but at first the Romans punished Christians. Emperor Constantine was the first Christian emperor and he wrote the Edict of Milan, which made Christianity legal in AD 313. 10 years later, Christianity became the official religion of the Roman Empire.</p> <p>SPRING 2 Knows that items of value are traded within different cultures.</p>	<p>AUT 2 The Anglo Saxons were skilled at crafts. They traded a lot with the Franks, a group of people who lived in Western Germany and France. Both the Anglo Saxons and Franks were very good at making glass objects such as beakers, bowls and jars. Many of these objects have survived hundreds of years and can still be seen today.</p> <p>SPRING 2 The Vikings had a big, expansive, and planned out trade network. Trade took place over short and long distances. Improvements in ship technology and cargo capabilities made trade and the transport of goods much easier.</p> <p>SPRING 2 The Vikings traded all over Europe and</p>	<p>AUT 1 War affected the lives of ordinary citizens in many ways. There were food shortages and rationing due to destruction of supply lines.</p>

				<p>Language disappeared, trade stopped.</p> <p>SPRING 2 Skilled craftspeople made objects, including pottery and jewellery, to serve the pharaoh or to trade.</p>		<p>as far east as Central Asia. They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery.</p> <p>SUMMER 1 The Industrial Revolution began in the late 1700s, when machines were invented to make products more easily. The full effects of this revolution only started to be seen during Victoria's reign. Steam-powered machinery meant that factories could produce items more quickly and efficiently than ever before. In particular, Britain became the world leader in iron and steel production. The country grew wealthy through international trade.</p> <p>Victorian Britain was in an extraordinary position in relation to the rest of the world, and sterling had vastly greater purchasing power than any other currency, being the</p>	
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						only international currency whose value was wholly backed by gold reserves.	
Settlement		<p>SUMMER 1</p> <p>Celebrations take place in a range of ways, often people gather together in a particular place to celebrate with each other. birthdays, halls and home. Sports, arenas and clubs. Weddings, church.</p>	<p>SUMMER 2</p> <p>Growth of leisure travel and free time in the Victorian period saw tourism rise and seaside towns grow.</p>	<p>AUT 2</p> <p>Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.</p> <p>AUT 1</p> <p>The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>SPRING 2</p> <p>Peasant farmers grew crops and worked as builders for the pharaoh. Slaves, who were prisoners of war or</p>	<p>AUT 1/2</p> <p>The word acropolis means a stronghold built on a hill. The statesman, Pericles, started a massive building project on the Acropolis in Athens to create a temple called the Parthenon, to honour the goddess Athena. It was made from marble, covered in carvings and housed a huge gold and ivory statue of the goddess, Athena. Other buildings, including the Propylaea, an entrance way, and smaller temples, were also created. As well as honouring the gods, the buildings glorified Athens.</p> <p>AUT 1</p> <p>Knows that settlement means staying, not visiting.</p>	<p>AUT 2</p> <p>Anglo-Saxon kingdoms had a hierarchy with kings at the top and slaves at the bottom. Most Anglo-Saxons were farmers but some were craftspeople. They lived in single room houses made of wood or wattle and daub in settlements that were surrounded by high fences to protect them against attack.</p> <p>SPRING 2</p> <p>The areas the Viking settled in were known as Danelaw. It covered an area roughly east of a line on a map joining London and Chester. The Saxons lived south of the line.</p> <p>SPRING 2</p> <p>Structures in Viking settlements—dwellings, storage facilities, and barns—were built with stone</p>	<p>AUT 1</p> <p>Women had to take on roles traditionally done by men, bombing raids caused damage and loss of life and people feared for their own safety as well as the safety of their male family members and friends who were fighting.</p> <p>AUT 1</p> <p>Britain had learned from the First World War and started to prepare for the Second World War a year before it was declared. Preparations included increasing and improving weapons, conscription, blackouts, evacuation, recruiting air raid wardens, distributing gas masks, building air raid shelters, introducing</p>

				criminals, were at the bottom of the hierarchy and were forced to work for the pharaohs or nobles.	SPRING 2 Many people who lived near new Romans towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. Merchants used Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology.	foundations and had walls made of stone, peat, sod turfs, wood, or a combination of these materials. Religious structures were also present in Viking settlements.	rationing and the Dig for Victory campaign and encouraging women to take up war work. AUT 1 People were affected by bombing raids where buildings were destroyed and people were killed. People lived in fear of attack and invasion.
Civilisation	SPRING 2 Florence Nightingale pioneered a change in hospitals and impacted the way hospitals were managed to benefit patients. This included ensuring hospitals were clean, well-stocked, and had enough space.	SUMMER 2 Harrietsham is a large village in Kent. Our local area is governed and supported by a range of key workers that allows the community to function effectively.	SUMMER 1 A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	AUT 2 Farming became more efficient in the Iron Age, due to stronger, more durable iron tools. Farmers used fields outside hillforts to raise cattle and crops and began to use fertilisers. They traded surplus crops with other tribes. Efficient	AUT 1/ 2 The artistic and cultural legacy of ancient Greece includes theatre, sculpting techniques, rules of architecture and forms of literature. Many of these aspects of Greek arts and culture have influenced people around the world for	AUT 2 The 9th century saw the rise of the Wessex kingdom, especially with King Alfred the Great, who fashioned himself "King of the Anglo-Saxons" and oversaw an increasing unity of the English people and improved the kingdom's legal system and military	AUT 1 There were many consequences to the Second World War. These include: countries developing nuclear weapons; the creation of the United Nations to maintain international peace; British colonies gaining independence;

				<p>farming led to more free time for feasting, playing games and learning new skills and crafts.</p> <p>AUT 2 The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed.</p> <p>AUT 2 The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p> <p>AUT 2 The Dark Age started c1100 BC. Civilisations collapsed and the population declined. People lived in small farming settlements, growing enough food to survive.</p> <p>SPRING 2 The treasures in Tutankhamun's tomb reveal information about the wealth and status of a pharaoh, the skills</p>	<p>thousands of years and are still seen today.</p> <p>SPRING 2 Ancient Roman civilisation has contributed to modern language, religion, society, technology, law, politics, government, warfare, art, literature, architecture, and engineering. Rome professionalised and expanded its military and created a system of government called res publica, the inspiration for modern republics such as the United States and France. It achieved impressive technological and architectural feats, such as the empire-wide construction of aqueducts and roads, as well as more grandiose monuments and facilities.</p>	<p>structure and his people's quality of life.</p> <p>.</p>	<p>nations creating welfare states; Britain creating the world's first National Health Service; and wartime technologies and innovations becoming common in everyday life.</p> <p>SUMMER 1 The Maya practiced agriculture, built great stone buildings and pyramid temples, worked gold and copper, and used a form of hieroglyphic writing that has now largely been deciphered</p> <p>SUMMER 1 The Maya had a class society. As in other mesoamerican cultures, an individual's daily life depended on their social class. There were slaves, peasants, artisans & merchants, nobility, priests, and leaders. There were also warriors.</p>
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				<p>of the craftspeople, the materials used, the beliefs of the ancient Egyptians and aspects of everyday life. For example, the pectoral necklace depicts the sun god, Ra, and is made from gold and semiprecious stones that were highly prized. The daggers were placed in the tomb so that Tutankhamun could defend himself in the afterlife and the use of iron from a meteorite indicates that the craftspeople thought that the metal was a gift from the gods. The king's death mask is beautifully made from solid gold and is etched with symbols and spells to protect and guide the pharaoh in the afterlife.</p>			<p>SUMMER 1 Some aspects of life remained fairly stable for the Maya: farmers still farmed and taxes were still paid to the ruling elite. Only now the ruling elite were Spanish.</p>
<p>Monarchy and Rulers</p>	<p>SUMMER 2 The current monarch is Charles III. (rethink this- castles? Or Year 2?)</p>	<p>AUTUMN 1 The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.</p>	<p>SPRING 1 The power of the English and British monarchy has changed over time. In the past, some monarchs</p>	<p>SPRING 2 A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything,</p>	<p>AUT 1/ 2 Ancient Greece was a civilization that dominated much of the Mediterranean thousands of years</p>	<p>AUT 2 + SPRING 2 Knows that rulers will change during conquest. AUT 2 + SPRING 2 In AD 878, the</p>	<p>AUT 1 Hitler launched Operation Barbarossa on the Soviet Union in 1941, but Joseph Stalin defeated the</p>

			<p>had absolute power and could make their own rules and laws. Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.</p> <p>SPRING 1 As Charles III's eldest child, William, Prince of Wales, is next in line to the British throne.</p> <p>SUMMER 2 There have been over 60 monarchs since AD 871.</p> <p>SUMMER 2 Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.</p>	<p>including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as maat, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the uraeus, or cobra, false beard, crook and flail to show their power.</p> <p>SPRING 2 The pharaoh was at the top of the hierarchy and had absolute power. The vizier ensured that the pharaoh's orders were carried out. Priests performed rituals to keep the gods happy.</p> <p>SPRING 2 Tut became pharaoh of Egypt in 1332 B.C. at the</p>	<p>ago. At its peak under Alexander the Great, ancient Greece ruled much of Europe and western Asia. The Greeks came before the Romans and much of the Roman culture was influenced by the Greeks.</p> <p>AUT 1/ 2 After Alexander the Great's death, his empire was shared amongst his generals. New dynasties were created, but infighting weakened ancient Greece. The Romans took control of Greece after the Battle of Corinth in 146 BC. They embraced Greek culture by adopting Greek gods and myths, making Greek an official language of the Roman Empire, borrowing sculpting techniques, attending Greek universities and using the Greek orders of architecture. This meant that Greek</p>	<p>Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Athelstan was the first King of England.</p> <p>SPRING 2 After Swyden Forkbeards's invasion of England was successful, His son Cnut (Canute) the Great then led a new invasion to become the King of England. Canute the Great is remembered as an influential king. He brought together English and Danish Kingdoms and this benefited both. His efforts to stabilise the economy were also instrumental in bringing prosperity.</p>	<p>German army. Japan bombed US ships at Pearl Harbor in 1941, bringing the United States into the war. Japan subsequently attacked two British ships in Singapore. Britain surrendered their base in Singapore in 1942 exposing Australia, New Zealand and India to possible invasion. The Allied and Axis Powers fought in North Africa until the Axis Powers' troops surrendered in 1943. The Allied Powers invaded Italy in 1943. Italy surrendered quickly but fighting continued until 1944.</p> <p>AUT 1 The Axis Powers were Germany (led by Adolf Hitler), Italy (led by Benito Mussolini) and Japan (led by Emperor Hirohito). The Allied Powers were Great Britain (led by Neville Chamberlain and then Winston</p>
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				<p>age of nine. Nearly a decade after coming to power, the young leader died at about 18. But historians didn't know much about Tut until 1922.</p> <p>SPRING 2 In November 1922, British archaeologist Howard Carter uncovered a sealed stairway and found the door to the intact tomb of King Tutankhamun. Now 100 years later, the discovery of King Tutankhamun's tomb remains one of the most important moments in all of Egyptian archaeology.</p>	<p>ideas spread throughout the Roman Empire instead of fading away.</p> <p>SPRING 2 Julius Caesar was a Roman general and politician who named himself dictator of the Roman Empire, a rule that lasted less than one year before he was famously assassinated by political rivals in 44 B.C.E.</p> <p>SPRING 2 Boudicca was an ancient warrior queen who rebelled against the Romans in Britain. Her kingdom was annexed by the Romans after the death of her father.</p>		<p>Churchill), the Soviet Union (led by Joseph Stalin) and the United States (led by Franklin D. Roosevelt and then Harry S. Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers.</p> <p>SPRING 1 Queen Victoria was the longest serving monarch in British history at the time of her death. She presided over huge industrial and economic expansion of the British Empire.</p>
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