

History Programme of Study: Key Stage One

Year One

Year Two

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about...	Taught When?
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>The children are introduced to the language of 'living memory', 'before living memory' and 'within living memory'. They plan questions to ask a familiar adult about their childhood in order to learn about changes within living memory.</p> <p>Based on the familiar adult's responses to the questions planned in the previous session, the children begin to compare the recent past and the present, discussing similarities and differences.</p> <p>The children learn about what homes were like in the 1950s and 1960s by handling household objects (artefacts) from those decades. They make predictions about each artefact's function and, having learned their actual function, compare the objects to their contemporary equivalents.</p> <p>The children learn about what toys were like in the 1950s and 1960s. They classify toys into 'present' and 'past: within living memory'. They match images of toys from the past to their contemporary equivalents and discuss how they have changed, discussing the reasons for those changes and ranking the toys from 'most' to 'least changed'.</p> <p>The children are supported to situate our school's foundation (2017 = within living memory), Ms Robey's primary school's foundation (1875 = beyond living memory) and Madame Robey's school days (1965 → = within living memory) on a timeline. They watch footage of primary schools in the 1950s and observe things that have changed and things that have stayed the same. They listen to an interview with Madame Robey, who watched the same footage, in which she notes similarities between the film and her own school days; and reflects on how things have changed for the better. They consider why different people had different school experiences, despite living at the same time, and evaluate whether schools have changed for the better or the worse within living memory.</p> <p>The children look closely at and compare 'then and now' photographs of popular shopping streets in our local area (Upper Street, the Angel, Chapel Market, Liverpool Road, the City Road). They listen to Madame Robey sharing her childhood memories of shopping and describe how and why shops and shopping have changed within living memory. They understand that the photographs/films, eyewitness accounts and artefacts they have encountered during this unit of work are different sources of historical information.</p>
<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 	<p>The children learn about different dinosaurs that existed, describing their habitats, diets and predator/prey roles. They describe dinosaurs' adaptations, identify different species and describe their characteristics.</p> <p>The children consider how, given that dinosaurs lived far, far beyond living memory, we know so much about them. They simply explain how fossils are formed, examine fossils and talk about their observations, and match dinosaurs to fossils.</p> <p>The children learn about railway revolution. They learn about what travel and transport were like before trains. They describe and discuss some ways in which trains changed people's lives. They rank the 'perks' of the railway revolution from most to least important.</p> <p>The children learn about early experiments with flight. They know some ways in which we use aeroplanes and consider scenarios in which flying is the best option. As part of their learning about the Wright brothers, the children learn about the Flyer's first flight in 1903.</p> <p>The children compare the Wright brothers' Flyer to the contemporary Airbus, identifying similarities and differences.</p> <p>The children listen attentively to a biography of Neil Armstrong and an eyewitness account (Madame Robey as a child viewing the event on television) of the moon landing. They then recount the moon landing from two perspectives: Armstrong's and Madame Robey's.</p> <p>The Great Plague is taught through a cross-curricular Literacy unit in which pupils: create diagrams of Tudor houses; decode and discuss sources of historical information; bring an historical setting to life; describe an historical setting; build an historical glossary; debate contemporary conspiracy theories; research historical events; compare primary and secondary sources; and write non-chronological reports.</p> <p>The children learn about the Great Fire of London: see 'significant historical events, people and places in their own locality'.</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>The children learn about Mary Anning. They consider her childhood, career, 'claim to fame' and legacy, ultimately 'showing what they know' by writing biographies.</p> <p>The children learn about George Stephenson. They recall some facts about his life and achievements, reflecting on what these achievements reveal about his character.</p> <p>The children recall some facts about the Wright brothers' claim to fame. They reflect on what the brothers' achievements reveal about their character and specifically consider whether they had growth or fixed mindsets.</p>

	<p>The children consider the role of ‘explorers’ and understand that there are still explorers living and working in the present. They use picture clues (painted and photographic portraits) to arrange historical explorers into predicted chronological order. In reference to dates, they are then supported to arrange the explorers in accurate chronological order to form a timeline of these significant individuals.</p> <p>The children listen attentively to a biography of Christopher Columbus. They ask and answer questions to learn about his life, including his most significant contributions.</p> <p>The children reflect critically on the life of Christopher Columbus and write informatively about why some people think he was a hero while others think he was a villain.</p> <p>The children listen attentively to a biography of Neil Armstrong and an eyewitness account (Madame Robey as a child viewing the event on television) of the moon landing. They then recount the moon landing from two perspectives: Armstrong’s and Madame Robey’s.</p> <p>The children consider why we hear, know and talk more about some explorers than others. They undertake research about different explorers, including female explorers and explorers of colour. They discuss whether Christopher Columbus and Neil Armstrong are the most significant and impressive explorers in history, or whether the National Curriculum should name more inspiring alternatives. They nominate an explorer for representation on a stamp and justify their choices.</p>
<ul style="list-style-type: none"> significant historical events, people and places in their own locality. 	<p>The children look closely at and compare ‘then and now’ photographs of popular shopping streets in our local area (Upper Street, the Angel, Chapel Market, Liverpool Road, the City Road).</p> <p>Having studied the Great Plague, the children learn about the Great Fire of London. Initially, they define and classify primary and secondary sources and begin to understand why Pepys’ diary is such a valuable primary source.</p> <p>The children learn about and, to support their recall, create ‘freeze frames’ of the Great Fire of London’s key events. In a subsequent session, they arrange the photographs of their freeze frames in chronological order and caption them informatively, thus recounting the Fire’s key events.</p> <p>The children write explanations of why the fire spread so quickly and why it went on for so long. They also learn about how the fire was eventually stopped. In role as King Charles II, the children write a royal decree to share rules for rebuilding the city of London to prevent future fires from spreading so wildly and burning for so long.</p> <p>In the context of the Great Plague and the Great Fire of London, the children learn about different jobs people did in the seventeenth century. Once they understand what each job entailed, they choose the jobs they would have most liked to do had they lived in 1666, justifying their choices with historical detail.</p>

History Programme of Study: Key Stage Two

- Year Three
- Year Four
- Year Five
- Year Six

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about...	Taught When?
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age. 	<p>The children learn what is meant by the term ‘prehistory’. They name and sequence the three periods of prehistory (Stone Age, Bronze Age and Iron Age) and consider how, without written records, we know about prehistorical Britain. They learn about different archaeological roles and processes.</p> <p>The children learn that there were three periods in the Stone Age: the Palaeolithic, Mesolithic and Neolithic periods. They explain simply how and when people first came to Britain. They closely observe photographs of an excavated cave from the Palaeolithic period and use inference to answer ‘true or false?’ questions about how its inhabitants live. They explain how they used the source to draw their conclusions.</p> <p>The children learn about the people who lived in the Mesolithic period. They simply explain what happened to Britain’s coastline when the ice sheets of the last Ice Age retreated. They learn what and where ‘Doggerland’ was. They ‘zoom in’ on an important archaeological site, Star Carr, to learn and write about Mesolithic life.</p> <p>The children find out how people lived during the Neolithic period. They learn where and when agriculture was developed and when people in Britain started farming. They make predictions and learn about Stonehenge. They conduct research about an aspect of Neolithic life, then ‘show what they know’ by scripting and performing the voiceover for an historical documentary.</p> <p>The children find out how people lived in the Bronze Age. They explain Bronze Age burial tradition, how bronze is made and was used, and what happened to the climate at the end of the Bronze Age. They make ‘what?’, ‘from?’, ‘whose?’ and ‘for?’ inferences about different Bronze Age artefacts.</p> <p>The children find out about how people lived in the Iron Age. From photographed archaeological sites and reconstructions, they learn about farmsteads and hillforts. They read Greek and Roman travellers’ descriptions of the British people. They closely read two quotes and use their contents to answer questions about Iron Age life. They consider these written sources’ reliability, and compare the reliability and usefulness of artefacts and written sources.</p>
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain. 	<p>The children explain the difference between ‘invaders’ and ‘settlers’. They learn that the Romans did both, and when. They create ‘invader’ and ‘settler’ verb banks, then ask and answer questions in order to recall key information about the Romans’ invasion of and settlement in Britain.</p> <p>The children consider why the Romans were able to successfully invade Britain. They describe the structure of the Roman army and what life was like for Roman soldiers, including explaining their weaponry and uniform.</p> <p>The children find out about who was already in Britain when the Romans invaded, and learn about their way of life. They learn when the Celts lived in Britain and use written sources, both primary and secondary, to find out about Celtic life. They develop their understanding of why the Roman invasion was successful. They consolidate their knowledge and ‘show what they know’ by asking and answering questions about the Celts.</p> <p>The children explore who Boudicca was from different points of view. They learn who Boudicca was and what she did. They form their own opinions of Boudicca’s actions and character and then consider them from a Roman and Celtic perspective. They write contrasting ‘Wanted!’ and ‘All Hail Boudicca!’ proclamations, illustrating and describing Boudicca from Roman and Celtic perspectives.</p> <p>The children explore different aspects of life in Roman Britain: towns; roads; construction; baths; theatres; and gladiators. By creating a Roman Britain quiz or game, they ask and answer historical questions and select historical information to record.</p> <p>The children learn how the Romans influenced our lives today. They explain some of the things that the Romans invented or introduced to Britain and identify aspects of our lives that are affected by the legacy of Roman rule in Britain. They suggest what life in Britain might’ve been like had the Romans not invaded and settled.</p>
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots. 	
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	
<ul style="list-style-type: none"> • a local history study. 	<p>The children understand ways in which Britain, including our local area, was affected by the outbreak of World War Two. They consider conscription, the blackout, rationing and the Blitz. They also learn about the Home Front. They learn how and why Britain needed to be rebuilt, literally, economically and socially, once the war ended. They also discuss the ethics of conscription applying to colonised countries, beginning to understand the concept and consequences of imperialism.</p>

	<p>The children explain some ways in which given aspects of British life (government spending, the workforce, home and families, industry and business, travel and transport, and health) had been affected by the end of the war. They link some ‘causes’ to their related ‘effects’. They investigate some specific ways in which our local area needed to be rebuilt and improved after the war ended. They look closely at a map of the City of London, ‘zooming in’ on the ward of Cripplegate. They compare this map to photographs of damage in Cripplegate after bombing raids and learn that by the end of the war, our local area had been almost completely flattened, with fewer than 50 residents remaining. They explore maps, including a digital map, that show all the bombs that dropped in our vicinity.</p> <p>The children make predictions about which buildings in our local area were built – or rebuilt – after the Blitz. They focus on the Barbican Estate (on which many of them live) and Arts Centre, which they have all visited. In the context of the economy and compromised workforce, as well as the scale of the project, they discuss why the rebuilding took so long and consider how Londoners might’ve reacted to modernist and brutalist buildings. They learn that some local landmarks (e.g. Shoreditch Park) exist as a result of repurposing instead of rebuilding.</p> <p>The children learn that Labour won the post-war election by a huge margin and that Clement Attlee became Prime Minister. They identify some of the major issues which affected post-war rebuilding and suggest reasons why Labour’s post-war election policies were so popular. They ultimately write persuasively about the issues around which the post-war general elections were centred. They understand that veterans were one of the most important groups of voters and discuss how this changed the outcome of the general election. They look closely at two key policies: nationalisation and the Welfare State. They ‘show what they know’ about these policies and voters’ attitudes and priorities by writing campaign speeches for Clement Attlee.</p> <p>The children consider ways in which the creation of the NHS improved the lives of people living in Britain. They describe some of the difficulties faced by ordinary people prior to the establishment of the NHS. Having engaged with a primary source (NHS leaflet from 1948), they also describe some of the care offered by the newly-established NHS. They explain some effects caused by the establishment of the NHS.</p>
<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 	<p>The children ‘meet’ Henry VIII and his six wives. They learn and recall some key facts about Henry VIII and explain how he became king. The children learn his wives’ names and sequence them chronologically. Having read biographies of his wives, they compare their lives: which wives had it best and which wives had it worst? They use biographical detail to justify their rankings.</p> <p>The children examine Holbein’s portrait of Henry VIII, recording adjectives to describe him based on their general impressions and observations of details. The children learn that Henry VIII commissioned this and the overwhelming majority of his portraits; they consider the portraits’ usefulness/reliability as historical sources in light of this. The children engage with a trio of primary written sources, ‘mining’ them for information about Henry’s character, appearance and pastimes. They use these sources to explore how Henry changed over time. They use photographs and measurements of two suits of Henry’s armour, one worn aged 21 and the other worn towards the end of his life, to make further inferences about the extent to which Henry changed physically and behaviourally.</p> <p>The children learn about the activities, role and importance of Tudor monarchs. They evidence their knowledge of Henry VIII’s responsibilities and pastimes by writing ‘day in the life’ accounts in role as ambassadors to his court.</p> <p>The children learn some of the reasons why Henry VIII wanted a divorce from Catherine of Aragon. They also learn some reasons why Catherine vehemently resisted divorce. They explain and evaluate Henry and Catherine’s conflicting perspectives.</p> <p>The children explore the reasons for and results of Henry VIII’s marriages to Anne Boleyn and Jane Seymour. They learn what went wrong between Henry and Anne. They plot the events leading up to Anne’s execution on a Time and Emotion graph (x axis = time, y axis = feelings). They understand that Henry VIII’s problems were not solved by the birth of a son.</p> <p>The children learn that many Tudor marriages, including that of Henry VIII to Anne of Cleves, were not love matches. They understand that producing heirs and forming alliances were common motivations for marriage. They explore why Henry married Anne, what went wrong between them, and the role that Holbein played in these events.</p>
<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China. 	<p>The children learn what is meant by the term ‘ancient civilisation’. They share their prior knowledge of Ancient Egypt and consider how we know so much about Ancient Egyptians, despite them having lived thousands of years ago. They look closely at Ancient Egyptian artefacts, make observations and use these to make inferences about this early civilisation.</p> <p>The children locate Ancient Egypt geographically and chronologically. They arrange AD and BC dates in chronological order on a timeline. They understand that the Ancient Egyptian was not an event but a period of approximately 3,000 years. They situate Ancient Egyptian events on a timeline.</p> <p>The children investigate the structure of Ancient Egyptian society. They explore and compare Ancient Egyptians’ roles, describing their perks and pitfalls. They write explanations for their choices of most and least favoured Ancient Egyptian jobs, including historical detail to ‘show what they know’ about what the roles in question entailed.</p> <p>The children make predictions about whether stepped, bent or great pyramids were built first, second and third. They learn how pyramids’ construction changed over time. They explore the function of pyramids and describe their contents. They make inferences of how pharaohs were thought of by their people – and how they thought of themselves – based on their pyramids. They consider why pyramids were built along the Nile, specifically on its west bank.</p> <p>The children learn that Ancient Egyptian religion was polytheistic; drawing on their RE learning, they name contemporary examples of poly and monotheistic religions. They learn about the roles and relationships of several key gods and goddesses. To build their recognition and recall, the children play a memory game, matching gods and goddesses’ names, illustrations and ‘bios’.</p>

	<p>The children describe and compare Ancient Egyptian achievements and their impact. They describe some of the things Ancient Egyptians invented and achieved. They write informative evaluations of a. how these inventions and achievements improved life in Ancient Egypt and b. how Ancient Egyptian designs and ideas have been developed and continue to benefit us.</p> <p>Autumn 2's Literacy core text is The Story of Tutankhamun. Through this unit, pupils learn about Ancient Egyptian burial practices; the search for Tutankhamun's tomb; and its discovery, contents and 'curse'.</p>
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. 	
<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; <u>Benin (West Africa) c. AD 900-1300.</u> 	