



Sir Edmund Hillary Primary School History Curriculum

Aims

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
 - Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
 - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
 - Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Intent - *What are we trying to achieve for our children in History?*

At Sir Edmund Hillary Primary School we believe a high-quality History curriculum should inspire pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

At SEH the History curriculum has been carefully sequenced so that as pupils progress, they gain a coherent knowledge and understanding about the history of Britain and how it has influenced and been influenced by the wider world. Through a progressively deeper understanding and use of historical enquiry, we want the children to become critical thinkers, learn lessons from the past and gain lifelong analytical skills.



Sir Edmund Hillary Primary School History Curriculum

Implementation - *How is the curriculum delivered?*

Following the 'Development Matters' guidance in EYFS, our Nursery and Reception children gain an 'Understanding of the World: People, Culture and Communities; Past & Present, The Natural World', and come into KS1 with the foundations laid for History. At Sir Edmund Hillary, we implement a History curriculum that;

- is delivered on a termly timetable; approximately 30 hours of History is taught each academic year
- meets the objectives outlined in the National Curriculum, and the contexts for Historical Enquiry laid out within the Programmes of Study sequenced both chronologically and thematically across the Key Stages.
- Sets all learning within a clear chronological framework with specific Timeline Markers to act as reference points for all learners.
- Identifies and simplifies categories of Historical Thinking and areas of analysis that Historians use, through the 3 Key Threads of Social & Cultural History, the History of Trade & Technology, and the History of Politics & Power.
- For our school, has a particular focus within these threads on Government, Monarchy, Empire and Invasion & Migration to understand our National History; Trade, Energy, Agriculture and Industry to help understand our Local History; and Equalities, Lifestyles, Aristocracy to understand connections between the two layers
- is progressive throughout the whole school building five Historical Skills that Historians use to analyse the past on a Year Group based progression; Cause and Consequence, Change & Continuity, Similarity & Difference, Historical Significance and Historical Interpretation.
- Uses Sources that help children to act as Historians and build the skill of assessing the reliability of a source
- Builds curricular knowledge by embedding a progression of disciplinary understanding into each unit, and providing opportunities for retrieval practice of prior knowledge and vocabulary
- provides layers of support through questioning and various methods of recording
- is enhanced by trips and visiting experts where appropriate

A typical teaching sequence in History will:

- Place the historical period being covered in the chronological context of previous learning, using a timeline and a retrieval exercise focussing on relevant threads.
- Identify and learn about significant people and events and the impact they had



Sir Edmund Hillary Primary School History Curriculum

- Connect learning to previous periods studied and recap knowledge against where they have previously encountered understandings within one of our Key Threads (Social & Cultural, Trade & Technology, Politics & Power)
- Identify and use key vocabulary related to historical enquiry and the period being studied
- Carry out historical enquiry using research, a range of sources and artefacts using elements of the Key Threads (Soc& Cultrl/ Trade& Tech/ Pltcs &Pwr)
- Lead children to interpret their findings, make comparisons and draw conclusions
- Communicate their historical knowledge and understanding in an appropriate way
- Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experiences

Impact - What difference is the curriculum making? How do you know whether pupils know what you think they know?

Our History Curriculum aims to be high quality, well thought out and planned to demonstrate progression. Children will become more analytical and improved critical thinkers, making informed and balanced judgements based on their knowledge of the past. They will develop understanding of how historical events have shaped the world that they currently live in, enabling pupils to place themselves and their families in the world. We measure the impact of our History curriculum using the following measures:

- Evidence from children's books will show a broad and balanced History curriculum, demonstrating appropriate pitch and challenge. Standards in History will be high and will match standards in other subjects such as English and Maths.
- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills across Key Stage 1 and 2 that builds on prior knowledge
- Pupil discussion about their learning
- End point assessments within each unit show how much children have learned within that part of the curriculum

To support teachers and leaders with Subject Knowledge and best practice in pedagogy and structuring learning, the school will maintain a subscription to the Historical Association.



Sir Edmund Hillary Primary School History Curriculum

Subject Structure

Contexts for enquiry

Significant

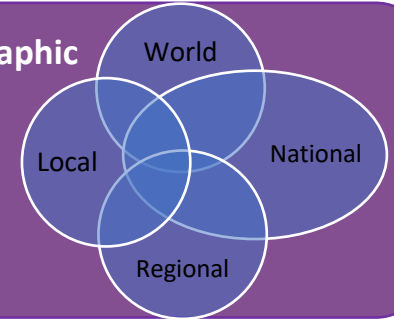
Significant



Thematic

People who fought for equality
Trade & Empire
Monarchy

Geographic



Substantive Knowledge

Key Threads

Social & Cultural

Equalities, Work, Leisure, Religion, Art & Architecture, Migration, Childhood,

Technology & Trade

Agriculture, Energy, Industry, Materials, Invention & Innovation, Resources, Cultural Exchange, Markets

Politics & Power

Warfare, Economic, Monarchy, Tribal, Democracy, Aristocracy, Peasants, Empire, Invasion, Wealth/Poverty

Chronological Knowledge & Understanding

Sequencing Chronology Timeline AD/CE,BC/BCE Ice Age Pre-history Stone Age Neo-lithic Bronze Age Modern, Time Periods by Royal Houses/ Monarch, Georgian, Victorian, Edwardian, Living Memory, Beyond Living Memory

Disciplinary Concepts

Frameworks for Enquiry- the way Historians think

Cause & Consequence

Change & Continuity

Similarity & Difference

Historical Significance

Establishing evidence to construct accounts

Sources & Evidence

Reliability and Quality of Information from: Primary evidence, secondary evidence, first-hand account, second-hand account, original, facsimile, re-imagining/ artist's interpretation, Oral history, document, image, recording (video/ audio), artefact, archaeology, archive

Historical Interpretation



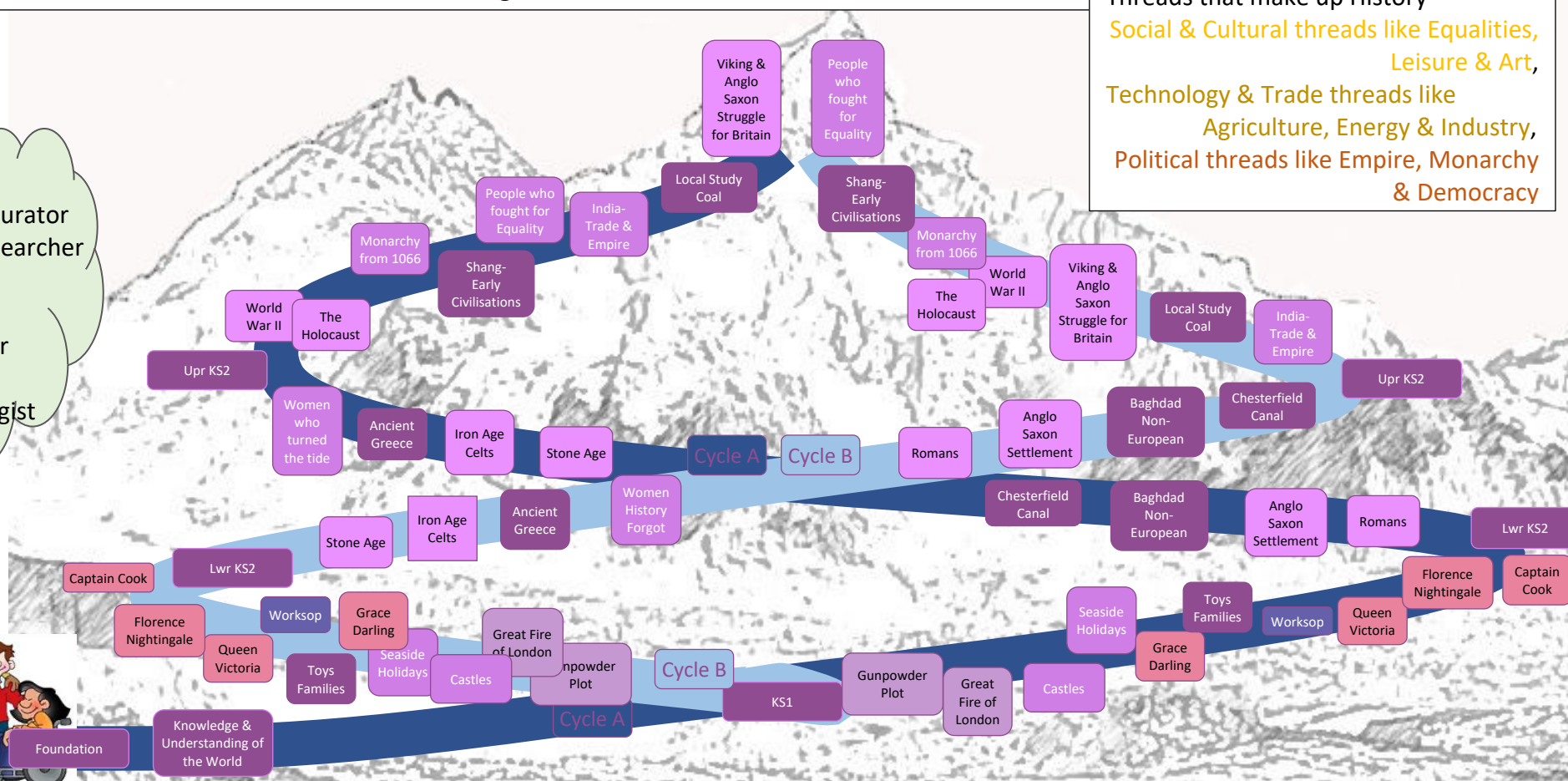
When I learn **History** I am learning about the **Past**. I'm learning about Worksop and the UK and other parts of the world in different time periods- from the **Last Ice Age**, all the way up to Modern Times – or **Living Memory**.

I will remember some **Significant People**, some **Events** or longer **Periods** and sequence them **Chronologically**. Thinking like a Historian I will explore **Causes and Consequences**, how things **Change and Stay the Same**, and the **Similarities and Differences** between periods. I will be able to identify why something is **historically significant** and why Historians may disagree with each other.

I will work from **artefacts, written sources and archaeological evidence** to show what I know and think.

I will be able to talk about the Key Threads that make up History-
Social & Cultural threads like **Equalities, Leisure & Art,**
Technology & Trade threads like **Agriculture, Energy & Industry,**
Political threads like **Empire, Monarchy & Democracy**

Journalist,
Museum curator
Media Researcher
Editor
Archivist
Researcher
Historian
Archaeologist





Sir Edmund Hillary Primary School History Curriculum

Key Knowledge within the 3 Key Threads of History

Whilst the Contexts (eg Peoples like Romans, Periods like Pre-history, Themes like Equality) are taught on a biennial cycle, the supporting Historical 3 Key Threads of Social & Cultural, Trade & Technology, Power & Politics are revisited throughout these units to make more accessible pupils ability to make links and draw comparisons between different periods in history.

Substantive Knowledge	The Social & Cultural Thread	The Technology & Trade Thread	The Power & Politics Thread
<p>KS1</p>	<p>Cultural' Remember, Remember the 5th of November' is a rhyme people say even today. -Bonfire Night is when we remember the failure of the plan to kill the king.</p> <p>Childhood Toys are a good historical source to see how children lived in the past. - Children worked in Victorian times</p> <p>Lifestyles - Life in the home was different before machines help us. Washing, Cooking, cleaning - Interesting Historical evidence remains at Mr Straw's house because nothing was thrown away for 60 years - In Victorian times factories would close for cleaning everyone went from a city at the same time. - Victorians built piers at seaside towns with entertainment on them. - People would play in the sand & bathe in the sea which we still do today.</p> <p>Equalities - Grace Darling is significant because she was a brave young girl doing something people thought a man would do</p> <p>Migration - The British claimed the land, calling it Australia, and sent settlers to live there. For some it was a punishment for having committed a crime. - Many Indigenous peoples were killed and others forced to live in areas difficult to live.</p>	<p>Materials, - In Victorian Times toys were made from wood, metal and cloth - In Modern Times plastic is used as well. - Houses in 1666 were mostly made out of wood and were close together. Fire could travel more easily. - After the fire, houses were made out of bricks that wouldn't burn. Houses were built further apart. --Castles changed from being made from wood to being made from stone because stone made the castle stronger. Workshop had a castle that has not survived. - Florence Nightingale worked in hospitals in the Crimea and worked out how to improve conditions, especially through handwashing and hygiene. Seaside toys have changed over time- buckets were metal and are now plastic</p> <p>Energy - Electronic toys appeared from the 1970's- when grandparents were born.</p> <p>Invention & innovation - Florence Nightingale worked in hospitals in the Crimea and worked out how to improve conditions, especially through handwashing and hygiene. -People used to go to the seaside by train. Now they go by car. - Before engines, ships were powered by the wind</p>	<p>Monarchy – In Tudor & Stuart times Kings and Queens ruled the country with the help of Parliament -The Gunpowder Plot was a plan to kill the king. Guy Fawkes was part of a group who plotted to kill King James. -The Battle of Hastings took place in 1066. William the Conqueror became King of England. - Victoria became Queen at the age of 18 .She died in 1901</p> <p>Aristocracy/ peasantry -Castles were built in the Middle Ages to help control an area. -Many people lived and worked in castles and helped to protect the land for the king. -William the Conqueror built the Tower of London in 1078. - Conisborough Castle was lived in by a Lord. The people who worked in his fields were peasants -Castles had many important features to help defend them from enemies, like moats.</p> <p>Empire - Captain Cook's mission was to map new land and take over useful land for the king.</p>



Sir Edmund Hillary Primary School History Curriculum

Substantive Knowledge	The Social & Cultural Thread	The Technology & Trade Thread	The Power & Politics Thread
<p>Lower KS2</p>	<p>Lifestyle, Art & Architecture-</p> <ul style="list-style-type: none"> - Under the Romans life in Britain changed mostly for rich people- more trading made them wealthier. -The Roman legacy included a move from hillforts to Towns and cities built with more stone, Roads, Language and Plants, Christianity -Stonehenge is a Bronze Age site - People speaking Celtic languages settled in Britain from Europe. - Writing developed and became more widespread over the Iron Age - Histories start to be written in places like Rome and Greece, but not by the Celts. - The Romans gave the Celtic tribes names when they arrived. The Worksop area is between the Brigantes (Sheffield side) and the Corieltavi (Lincolnshire side) Tribes. - Sometimes the Celts lived in defensive forts(OR Important settlements were defensive forts to make sense of the difference with Roman Towns), like Maiden Castle in Dorset, Mam Tor in Derbyshire or Wincobank Hill in Sheffield (the Hill behind Meadowhall) -Baghdad became a major centre for learning. This was known as the Islamic Golden Age. - Historical Writing started with Herodotus (when thinking historically you can never say "he was the first ") - The Greek Myths and Legends, have influenced artists and writers in every generation since Homer. - Classical Greek Architecture has inspired architects throughout the years - The Ancient Greeks developed Theatre as it has become known today <p>Religion</p> <ul style="list-style-type: none"> - After the Romans left, Christianity continued as Celtic Christianity in Wales, Scotland and Ireland. -The Anglo-Saxons had pagan (non-Christian) gods & beliefs. Over several centuries their beliefs changed and many Anglo-Saxons converted to Christianity. -Know that the Round City of Baghdad was a Muslim Capital lasting 500 yrs, centred on the 10thC, starting in 700CE. <p>Equalities</p> <ul style="list-style-type: none"> -Because men largely wrote the histories we don't get a women's point of view about their own lives. -We don't know how many women's stories were erased but some histories were so significant they remain. 	<p>Materials, Invention & Innovation, Energy</p> <ul style="list-style-type: none"> - Roman roads include Watling Street, which ran from London to Chester and the Fosse Way, from Exeter Lincoln were used to move the army about (trade was mostly by boat) - Early Stone age tools were made from antler, bone and flint - Bronze is made from copper melted with tin. It makes it harder. -Iron was found to make even harder weapons - the rotary quern stone made milling grains quicker - Canals were built at the start of the Industrial Revolution in which machines start being invented to make work easier. -Goods reaching the River Trent could be sent to London by Sea, because travelling by water was easier than travelling overland by road. -Canal boats were originally pulled by horses, but then steam engines powered by coal took over. These were replaced by Diesel engines in the 20thC with the discovery of oil. -With Steam Engines being invented, trains began to replace canals but they worked alongside each other for over 100 years. <p>Trade, Agriculture ,& Resources</p> <p>Historians debate why the Romans invaded- reasons are i) Britain was rich in wheat and metals, ii) revenge for Britons helping the Gauls I(French), iii) ambition to make the Empire as large as possible.</p> <ul style="list-style-type: none"> -Neolithic is when farming started 4,000BCE. People settled and metal technology developed. Britain was rich with copper, tin and iron ore deposits. - In the iron Age, iron ploughs made agriculture easier; huge areas could be ploughed for crops - the rotary quern stone made milling grains quicker- - Baghdad was an important trade route on the Silk Road between Europe and China. - Many people came to Baghdad from around the world to trade, including the Vikings (<i>Cotton from India, Pearls from Persian Gulf, Slaves from Russia, Silk from China</i>) -The Chesterfield Canal was built to trade coal, limestone, iron and lead from Derbyshire and corn, timber and groceries into Derbyshire. -Worksop's agriculture and industry benefitted from the canal transportation link improving trade. -Albion Mill was built on the canal to help distribute locally grown wheat and barley. 	<p>Government</p> <ul style="list-style-type: none"> - The Celts were a tribal society with no national leader. - Boudicca revolted because the Romans did not keep their promise to share the land - Under the Romans Life in Britain changed mostly for rich people. – more trading made them wealthier The Roman legacy included a move from hillforts to Towns and cities, Roads, Language and Plants, Christianity - The British Isles have been settled permanently since the last Ice Age ended 15,000 years ago. - Hunter -Gatherers- nomadic people moving with the seasons to find the food -In the Iron age Celtic people lived in tribes in farming communities with a Chieftain in charge. - The Romans gave the Celtic tribes names when they arrived. The Worksop area is between the Brigantes (Sheffield side) and the Corieltavi (Lincolnshire side) Tribes. -Around 700ce Baghdad the Muslim Abbasid Caliphs designed the round city which lasted for 500yrs - In Classical Ancient Greece Democracy was sometimes used to Govern areas- no need for Monarchy or Aristocracy <p>Empire, & Invasion</p> <p>The Roman invasion was successful in 43CE</p> <p>Historians debate why the Romans invaded- reasons are i) Britain was rich in wheat and metals, ii) revenge for Britons helping the Gauls I(French), iii) ambition to make the Empire as large as possible.</p> <ul style="list-style-type: none"> - The Anglo-Saxons came from Germany, Denmark and the Netherlands. - Historians debate why the Anglo-Saxons came i) invited to fight against Picts and Scots, ii) Migrated to find better land to farm. They settled in the South of England and East Anglia and quickly became the dominant culture. - The Mongol attack on the Abbasids destroyed the city of Baghdad in 1258ce <p>Aristocracy/ peasantry</p> <ul style="list-style-type: none"> -The Duke of Newcastle (who owned Clumber Park) was important in making the canal link happen as it went through land that he owned



Sir Edmund Hillary Primary School History Curriculum

Substantive Knowledge	The Social & Cultural Thread	The Technology & Trade Thread	The Power & Politics Thread
<p>Upper KS2</p>	<p>Equalities</p> <p>1941 National Service Act of Parliament called up women to join the auxiliary services, WVS or Women's Land Army.</p> <ul style="list-style-type: none"> - The German Nazi Party was 'antisemitic'. They said the Jews were the cause of Germany's problems & set out to destroy them. - 6 Million Jewish People were killed in the Holocaust. - Historians debate how much freedom women had, but the tomb of Fu Hao shows a powerful warrior queen of the Shang Dynasty - Our understanding of equality has developed in law over time: <ul style="list-style-type: none"> * Magna Charta 1215 made Parliament important to the Monarchy, * Bill of Rights 1689 strengthened Parliament over the Monarch and gave civil rights like free speech * Universal Declaration of Human Rights gave 30 principles for the whole of the human family. * Equalities Act 2010- describes 9 protected characteristics for which no-one should be discriminated against. - Sylvia Pankhurst was a Suffragette fought for Votes for Women - Martin Luther King Jnr headed the American 1960's Civil Rights Movement for Black People - Dame Tanni Grey Thompson fought for disability rights (still does) - Nelson Mandela led South Africa out of Apartheid <p>Work-</p> <p>Through the 20thC most of Workosop's wealth came through coal mining.</p> <p>Childhood</p> <ul style="list-style-type: none"> - Children were evacuated from towns and cities to the safety of the countryside during WW2. - During WW2 German children became part of the Hitler Youth and were exposed to propaganda and paramilitary drills. -Kindertransport is the way refugee children were rescued to Great Britain from Nazi Germany. - Anne Frank and her family hid from the Nazi's in an annex. She kept a diary about her experiences. - <p>Lifestyles</p> <ul style="list-style-type: none"> -Dig for Victory- people grew food in their gardens during WW2 - Rationing was brought in by the government to ensure everyone had an equal amount of food each week. <p>Art & Architecture (textiles)</p> <p>Lifestyles & Religion</p> <ul style="list-style-type: none"> -The Vikings were pagan, most Anglo Saxons were Christian. - Alfred strengthened Christianity by investing in the church and learning 	<p>Resources, Innovation & Invention, Energy</p> <ul style="list-style-type: none"> - Oil was discovered in Persia (Iran) in 1908. - Winston Churchill had the Navy's boats converted from Coal to Oil power because oil is lighter meaning boats could travel further. - much coal was sent to Sheffield to power the blast furnaces in the Steel Industry. Later it was used in Electricity generation. - Gas replaced coal in electricity generation <p>Trade Industry Agriculture</p> <ul style="list-style-type: none"> - The East India Company was a trading company that turned to military force to protect its business interests. - One of the main goods traded by the East India Company was cotton textiles. Over time this changed to just the raw cotton being exported to British mills to be turned into textiles that sold into Europe. - APOC becomes British Petroleum BP to ensure the oil supply to UK - The first coal mines were set at Shireoaks in Victorian Times. - The Dukes of Newcastle (Clumber) owned the 'mineral rights' so received all the profits from the mine. - The coal was transported by canal, but later on by railway. -by 1900 50% of the male workforce in Workosop worked in Mining - Manton Pit closed in 1994 and the XXXX Distribution Centre is now on that site. 	<p>Warfare & Invasion</p> <ul style="list-style-type: none"> - WW2 began in September 1939 when Germany under the Nazis invaded Poland. -German U-boats bombed supply lines across the Atlantic - D-Day took place on 6th June 1944 when the Allies retook mainland Europe -VE Day marks the end of World War 2 in Europe on May 8th 1945 - Vikings lived in Scandinavia where long winters made farming hard. -793 ce Viking raids on Lindisfarne - 878ce King Alfred the Great of Wessex agrees Danelaw with Guthrum a leader of 'The Great Heathen Army' - York (Jorvik) became an important centre of Viking power - Alfred strengthened the country by building Burghs and organising an army - Alfred's children; Edward and Aethelraed beat back the Vikings even further, reducing the size of Danelaw, and continued to build Burghs to strengthen areas. - Athelstan, Alfred's grandchild, beat back the Vikings and the Scots. By taking York he is considered to be the very first King of all England. <p>Empire</p> <ul style="list-style-type: none"> - The Mughals invaded from Afghanistan in the 16thC and ruled India for over 200 years. - After the Indian Rebellion of 1857 the British Government took over the role of running India. India became a colony of the British Empire. - In 1947 Indian people won back their independence. <p>Aristocracy</p> <ul style="list-style-type: none"> - A lot of British families became exceptionally wealthy from trade with India, some became aristocrats (Lords); this is reflected in Stately Homes like Robert Clive's children at Powis Castle and the Curzons' Kedleston Hall and Robert. <p>Government & Monarchy</p> <ul style="list-style-type: none"> - Key Anglo Saxon Kingdoms- Northumbria, Mercia, East Anglia, Wessex- evolved since 400's - the Shang were a Monarchy with a king as a military commander and religious leader In 1066 the Battle of Hastings saw William become the first Norman King following the Anglo Saxons. - King Henry and Thomas Becket's relationship fell apart due to the struggle between the monarchy and the church and this led to Becket's death. - King Richard spent most of his reign away fighting in religious wars. -King John took over the throne when Richard died. He was known as the worst king in history, but signed Magna Charta. - Edward I made lots of laws & defeated the Welsh and Scots built lots of castles.) - Henry VIII was king between 1509 and 1547. He changed the official religion from Catholicism to Protestantism. - Queen Elizabeth defeated the Spanish Armada in 1558. (Can they also remember James 1st6th., Victoria, Alfred the Great) - The Vikings and Anglo Saxons spent the 10th/11th Cs exchanging Power; notable kings were Canute for the Vikings and Edward the Confessor the last Anglo Saxon King - During the Miners' Strike 1984-5 Margaret Thatcher was the Prime Minister and Arthur Scargill was the leader of the NUM



Sir Edmund Hillary Primary School History Curriculum

Chronological Knowledge & Understanding

Knowing the language of chronology and also knowing the sequence of significant periods events and people

Substantive Knowledge	EYFS	Ys 1&2	Ys 3&4	Ys 5&6
Chronological Knowledge & Understanding	<ul style="list-style-type: none"> use simple language relating to time organise events using basic chronology, recognising things happened before I was born. 	<ul style="list-style-type: none"> use words and phrases like: before, after, past, present, then and now. sequence events from within my lifetime on a timeline order events on a timeline from beyond my lifetime sequence events that occurred during a historical period- A Family Tree is a diagram that shows connections to parents and grandparents 	<ul style="list-style-type: none"> understand the difference between BC, AD, BCE and CE place dates and events on a timeline for a historical period use the numbering and naming language of Centuries and dates sequence commonly understood periods including those by Royal Houses/ "Ages" Know that after the Bronze Age came the Iron Age. In Britain this was around 9- 800BCE Recount a series of three or four significant events particular to a theme or period relating why they are significant using one Disciplinary Concept. Know that the Anglo-Saxon period began at the start of the 5th Century and is the start of the Middle Ages Know that the Round City of Baghdad was a Muslim Capital lasting 500 yrs, centred on the 10thC Classical ancient Greece was around 400BCE, within the Iron Age, before the Romans. The Chesterfield Canal was opened in 1777 connecting Chesterfield with the River Trent. This was at the beginning of a period called the Industrial Revolution 	<ul style="list-style-type: none"> use various levels of accuracy in dates when describing and sequencing events know that we use the term Circa for when we are unsure about an exact date for something Create a structured account using a series of three or four significant events particular to a theme or period relating why they are significant using two Disciplinary Concepts and an evaluation of sources. understand the chronology of key events in periods being studied and how this time relates to other key periods in history or what may be happening elsewhere in the world at the same time. summarise and evaluate events on a timeline in relation to key threads or themes (e.g.: invaders, war, industry and technology etc...) The Shang Dynasty is a Bronze Age in China 1600-1000BC
Timeline Markers	<p>"In my parents lifetime"</p> <p>"In my grandparents lifetime"</p>	<ul style="list-style-type: none"> Dinosaurs were Millions of years ago- before Humans evolved Stonehenge & Pyramids were Thousands of years ago Hundreds of years ago: <ul style="list-style-type: none"> ▽1066CE- Battle Of Hastings (Castles & Cathedrals start to be built) Middle Ages ▽1603CE Elizabeth Tudor dies- James Stuart VI of Scotland becomes James 1 of England ▽1605 CE Gunpowder Plot ▽1666 CE Great Fire of London Captain Cook -After the Great Fire of London but before the Victorians ▽1800's CE Victorians -Queen Victoria (more precisely 1837-1901) After the Victorians ▽1901- 1914CE Edwardian Era 	<ul style="list-style-type: none"> 12,000 BCE – End of the Ice Age- Hunter Gatherers ▽4,000 BCE -Neolithic -farming starts on the British Isles ▽2,500BCE Stonehenge – Approx start of the Bronze Age- Beaker Culture ▽900BCE – Approx start of the Iron Age- Celtic People ▽ c500-300BCE Classical Ancient Greece ▽1BCE/1CE also known as BC/AD Birth of Jesus Time of Roman Empire ▽43CE Roman Invasion of Britain ▽410CE Romans Leave Britain ▽410CE Romans Leave Britain 400- 500CE Anglo Saxons Settle Britain ▽1066CE- Battle Of Hastings Norman Invasion William the Conqueror becomes King (Castles & Cathedrals start to be built) ▽1779 CE Chesterfield Canal is built at the start of the Industrial Revolution ▽1800's CE Victorians 	<ul style="list-style-type: none"> ▽410CE Romans Leave Britain 400- 500CE Anglo Saxons Settle Britain ▽793 CE -First recorded Viking raid on Britain ▽886CE – Alfred the Great agrees Danelaw with the Vikings ▽1066CE- Battle Of Hastings Norman Invasion William the Conqueror becomes King (Castles & Cathedrals start to be built) ▽1534 CE Henry VIII, Henry Tudor breaks with the Roman Catholic Church ▽1603CE Elizabeth Tudor dies- James Stuart VI of Scotland becomes James 1 of England ▽1779 CE Chesterfield Canal is built at the start of the Industrial Revolution ▽1800's CE Victorians ▽1854 CE Mining starts around Worksop ▽1901- 1914CE Edwardian Era ▽1914-1918CE First World War ▽1918CE – Women get the Vote in Britain ▽1939-1945CE Second World War ▽1984 CE Miners Strike



Sir Edmund Hillary Primary School History Curriculum

Disciplinary Concepts- being Historians

Cause & Consequence

*'the identification and description of reasons for and results of historical events, situations and changes studied in the past'. Ofsted 21-*It is particularly important that teachers do not try to create enquiry questions that require pupils to solve a problem of a causation and a problem of consequences at the same time. Pupils are more likely to practise a type of argument effectively when they stay focused on thinking and arguing about one thing at a time. They either need to be thinking and arguing about the causes of an event or development (in which case, the event or development is taken as a given while pupils question, rearrange, characterise and classify information that might be deemed causes) or they need to be tackling the much more open-ended question of the consequences of that event or development. Examples - *Why did the Great Fire of London spread so quickly? Why did people from the Caribbean come to Britain on the Empire Windrush in 1948? Were Viking people pushed or pulled from Scandinavia? Why did Greek culture spread so far?*

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause & Consequence	<ul style="list-style-type: none"> Know about things that have happened in their own lives or in stories and begin to say why. 	<ul style="list-style-type: none"> Know why people did things Know what happened as a result of the actions of others. 	<ul style="list-style-type: none"> Know why people did things, why events happened and what happened as a result of this. 	<ul style="list-style-type: none"> Know why people did things, why events happened and give explanations about why they may have done things. Know that there are consequences to actions or events in history. 	<ul style="list-style-type: none"> Know why people did things or why events happened. Know that the consequences of actions or events in historical may affect different peoples differently. 	<ul style="list-style-type: none"> Know that people make decisions for a variety of reasons e.g. personal gain, the opinions of others. Know that decisions can have positive and negative consequences. Know that attitudes, beliefs and opinions about consequences may differ by groups of people. 	<ul style="list-style-type: none"> Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options. Know they make decisions based on the cultural context of the time and that this may be different from our context.

Change & Continuity

- understanding how and why change occurs in history, why and how things stay the same and analysing trends across time

*Ofsted 21-*Questions in which pupils think and argue about change are often questions that naturally think and argue about continuity at the same time ...Teaching may directly address common misconceptions about historical change, such as a tendency to see change as a discrete series of events rather than as a process. Examples - *How much have I changed since I was born? What stayed the same in London after the Great Fire? How did Greek ideas outlast the ancient Greeks? How did bronze and iron change Britain?*

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change & Continuity	<ul style="list-style-type: none"> Know that people change over time and say how they have changed. Know examples of change in their own family or class. 	<ul style="list-style-type: none"> Know that people, places and objects change over time. Know ways in which everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far. 	<ul style="list-style-type: none"> Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology. Know about new ideas and inventions of the time. 	<ul style="list-style-type: none"> Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time. 	<ul style="list-style-type: none"> Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time. Know that change can depend on economic circumstances, inventions and people's beliefs. 	<ul style="list-style-type: none"> Know that continuity is the idea that many aspects of everyday life stay the same over time. Know some of these aspects Know that some key events caused great change for large numbers of people e.g. the introduction of democracy. 	<ul style="list-style-type: none"> Know that changes can have long or short- term consequences and have an effect on large numbers of people or only particular groups. Know about key changes in the period studied and the effect these had on different groups of people.



Sir Edmund Hillary Primary School History Curriculum

Similarity & Difference

'the ability to identify and explain similarities within and across periods and societies studied'

Ofsted 21- Learning about similarity and difference often involves detecting and analysing generalisations. ... Generalisations are powerful tools of historical description, but, as well as developing fluent recognition of such terms, pupils must also explore their limitations in capturing the complexity and diversity of past societies or lived experiences.

Examples - How much did Florence Nightingale and Mary Seacole have in common? How different were toys when my gran was young? How similar was life in Ancient Greece and in the Roman Empire? How similar was life in Ancient Sumer, Shang Dynasty China and the Indus Valley Civilisation?

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarity & Difference	<ul style="list-style-type: none"> Know some similarities and differences between themselves and others. 	<ul style="list-style-type: none"> Know there are similarities and differences between new and old objects 	<ul style="list-style-type: none"> Know similarities and differences between life now and in the past. 	<ul style="list-style-type: none"> Know that observations can be made to identify comparisons. 	<ul style="list-style-type: none"> Know about different people and their beliefs in a period of time. 	<ul style="list-style-type: none"> Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people 	<ul style="list-style-type: none"> Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.

Historical Significance

'understanding and suggesting reasons why events, periods, societies and people may be considered historically significant'

Ofsted 21- Teachers can support pupils in early encounters with significance by focusing on particular factors or criteria that can lead to events or periods being considered significant.... Pupils require secure substantive knowledge in order to learn or understand disciplinary knowledge about significance. This includes knowledge about the event or period being studied and the period in which significance has been ascribed. *Examples How significant was the first aeroplane flight in 1903? Who was more significant, William Caxton or Tim Berners-Lee? Which were the most significant London Olympics? Who were the most significant people to invade Britain? Was the Battle of Britain a significant turning point during the Second World War?*

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Significance	<ul style="list-style-type: none"> Know about special times and events in their family. 	<ul style="list-style-type: none"> Know why people are important in history. 	<ul style="list-style-type: none"> Know who was important in a simple historical recount and give reasons why. 	<ul style="list-style-type: none"> Know some key people in historical events and say why they were important. 	<ul style="list-style-type: none"> Know the key people in historical events, what they did and say why they were important. 	<ul style="list-style-type: none"> Know that historically significant people may be viewed differently by different groups 	<ul style="list-style-type: none"> Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.



Sir Edmund Hillary Primary School History Curriculum

Historical Sources & Evidence

'understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims'

Ofsted 21- When drawing inferences from sources, pupils will draw on their knowledge of the context that a source refers to. If pupils lack contextual knowledge, then they may develop misconceptions about the period or sources being studied. ... Teachers need to attend to the range of sources to which pupils are exposed, ensuring that these are diverse in type and historical setting Examples -*What can evidence left behind on the moon tell us about Neil Armstrong and the moon landings? How did people live in Skara Brae during the Stone Age? Who was buried at Sutton Hoo?*

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sources & Evidence	<ul style="list-style-type: none"> Know that a world existed before they or the people around them were born. Know that asking questions helps us to find out more about people. Engage with non-fiction books 	<ul style="list-style-type: none"> Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago. Know that asking questions about people and artefacts helps us to know and remember more. Know the difference between fact and fiction. Know that Toys are a good historical source to see how children lived in the past. Know that Interesting Historical evidence remains at Mr Straw's house Know that buildings can be historical evidence if they survive from age to age. 	<ul style="list-style-type: none"> Know several ways of finding out about the past e.g. books, artefacts, people, the internet. Know how to find answers to simple questions about the past from different sources of information. Know that asking about artefacts helps us to find out more about them. Know that listening to recounts helps us to find out more about people's experiences. Know that Toys are a good historical source to see how children lived in the past and the materials they are made of can help us work out how old they are. Know that interesting Historical evidence remains at Mr Straw's house because nothing was thrown away for 60 years Know that buildings can be historical evidence if they survive from age to age because of the materials they are made from 	<ul style="list-style-type: none"> Know that a range of historical sources can be used to help us learn about the past e.g. letters, speeches, photographs. Know that sources can be used to provide answers to questions posed. Know that Pre-history is the time before anything was written down and so we use archaeology as a source to find out about these times Know that Histories start to be written in places like Rome and Greece, but not by the Celts. Because men largely wrote the histories we don't get a women's point of view about their own lives. 	<ul style="list-style-type: none"> Know there are primary and secondary sources and understand that they can vary in reliability. Know how to select and combine information from different sources to create a fuller picture of an event or person. Know examples of accounts of events from different sources. Archaeology can give information about the past that has never been known previously. We don't know how many women's stories were erased but some histories were so significant they remain. 	<ul style="list-style-type: none"> Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time. Know that sources can be useful for particular tasks and should be evaluated for this. Know that some sources may be considered more useful or reliable for different purposes and gaining an understanding, than others. 	<ul style="list-style-type: none"> Know which source of evidence is most appropriate Know that evaluating the usefulness and accuracy of a source is important. Know that some accounts are biased and may miss out key facts.



Sir Edmund Hillary Primary School History Curriculum

Historical Interpretations

'the study of historical evidence dating from after an event, period or the lifetime of a person, reflecting back on it or them from the perspective of a later time. This includes understanding how historical interpretations have been constructed and suggesting reasons why they may differ.'

Ofsted 21- Pupils are only helped to build their disciplinary knowledge in this area of interpretations when they study specific interpretations, when they focus on their construction and origin and when they gain detailed knowledge of that interpretation itself. They will be producing interpretations in the course of other work – such as building causal arguments or analysing source material. In order to tackle interpretations, pupils must go beyond this. They must study specific interpretations by others. This study will, of course, further inform their own interpretative work. Moreover, to engage critically with historical interpretations, pupils require secure substantive knowledge of 2 contexts – the events or period described in the interpretation, and the context in which the interpretation was constructed

Examples - Why is Queen Boudicca remembered in different ways? Why was the Monument to the Great Fire of London changed in 1830? What can the Cenotaph tell us about how soldiers are remembered? What should Nottinghamshire Museums Service say about the Chesterfield Canal if they were to make a new display in Worksop? What did the makers of Dig for Britain want British people to think of Britain and Germany in 1940?

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> • Know there may be differences about how adults talk about the past and how they remember things. 	<ul style="list-style-type: none"> • Know that people see the past in different ways. • Know how to compare pictures, photos and accounts of people and events in the past and say how they differ. 	<ul style="list-style-type: none"> • Know that different versions of the past may exist, giving some reasons for this. • Know that there are different versions of the same event and that reliability may be inconsistent. 	<ul style="list-style-type: none"> • Know that aspects of the past have been represented and interpreted in different ways. 	<ul style="list-style-type: none"> • Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. 	<ul style="list-style-type: none"> • Know and begin to analyse why there are different historical interpretations of events, people and changes. • Know that interpretations of history may be inaccurate and should be analysed and evaluated.



Sir Edmund Hillary Primary School History Curriculum

Long Term Plan for National Curriculum Coverage

	KS1a	KS1b	Y3/4 a	Y3/4b	Y5/6 a	Y5/6b
Aut1	Events beyond Living Memory Gunpowder Plot	Changes in Living Memory Toys & Family Structure	Roman Empire- Impact on Britain 100BCE- 410 CE(OA) ⊗G	Stone Age to Iron Age(OA) ⊗G	WWii(OA)	Trade & Empire- India⊗G(NT)
Aut 2	Events Beyond Living Memory Great Fire of London	Significant Places in locality Mr Straws/ Priory	Settlement of Anglo Saxons 410CE- 600 CE(OA)	Settlement of Celts(OA)	Holocaust Monarchy from 1066(OA)	Trade- Oil Local- National Coal⊗S,G
Spr 1	Significant places Castles	Significant People Queen Victoria	Non- European Society- Baghdad	Ancient Greece & its Legacy(OA)	Monarchy from 1066(OA)	Local- National Coal⊗S,G
Spr 2		Significant People Florence Nightingale Mary Seacole			Early Civilisations- Shang(OA) ⊗G	Building Nations- Viking Anglo Saxon struggle(OA)
Sum 1	Changes in living Memory Seaside		Chesterfield Canal⊗G	Women Who Turned the Tide	People who fought for Equality	Building Nations- Viking Anglo Saxon struggle(OA)
Sum 2	Significant People Grace Darling	Significant People Captain Cook				



Sir Edmund Hillary Primary School History Curriculum

Key Knowledge relating to Contexts and 3 Key Threads

Our progressive objectives show what pupils should know and be able to do in each aspect of history by the end of each Phase of learning. The following are examples of how the Disciplinary Knowledge, both procedural and Declarative, combine to support Substantive knowledge. These are used to support planning and the ongoing assessments of pupils' work.

	EYFS	Ys 1&2	Ys 3&4	Ys 5&6
Key Knowledge relating to Contexts and 3 Key Threads	<ul style="list-style-type: none"> talk about the lives of people around me and in society. talk about similarities and differences between things in the past and now. talk about and understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> give examples of things that were different when my grandparents were children. know about a famous historical event or person in my local area and can explain why they are famous. recount and order the life of a famous historical figure or event explain why a historical figure was important and how they changed things describe significant events from beyond living memory and explain cause and consequence 	<ul style="list-style-type: none"> describe the changes in Britain between the Stone Age and Iron Age (relating to the key threads) explain how we know about life in Stone Age and Iron Age Britain give an overview of the Roman Empire and the power of its army. explain the impact of the Roman invasion and settlement (relating to the key threads) explain where the Anglo-Saxons came from and why they invaded Britain) know about and can explain the influence that Ancient Greek culture had on the world (relating to the key threads) give an overview of Ancient Greek culture and history. research and share my knowledge with others about an aspect of History local to Worksop and describe Change and Continuity within the Trade & Technology thread. place a non-European civilisation (Baghdad 900ce) on a time line along with major historical periods of the same time including British and European history. 	<ul style="list-style-type: none"> know why the Vikings invaded Britain and why they were so successful explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England. research and complete a study about significant historical events from our local area explain how events from our local area had an impact beyond our region (relating to the key threads) explain the major achievements of one of the earliest civilisation (e.g. Shang Dynasty China). (relating to the key threads) understand how Bronze Age Britain, Ancient Roman, Greek and Shang cultures relate chronologically and explain some key features of similarity and difference understand how 900ce Baghdad, Anglo-Saxon / Viking Britain, British Monarchs, The Mughal British Empire and relate chronologically and explain some key features of similarity and difference research and share my knowledge with others about a key aspect or theme in British history from after 1066 (eg: World War II and relate this to the key threads) give a detailed overview (relating to the 3 key threads) of a non-European civilisation ie The Shang that contrasts with British history (Bronze Age Britain -