



# History Knowledge and Skills Organiser



# Understanding the World- Nursery (History Links)

## Activities ideas and learning opportunities in CIL

Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences –opportunities such as class timeline, routines, ordering of events

Remembers & talks about significant times or events for self and family

Begin to make sense of own life story and family's history by talking about key events in my life, e.g. birthdays, weddings, Eid etc...

Know some stories about my family, e.g. looking at photos & sharing memories, celebrations as a class or family.

Reflect on memories of special events in school e.g. using class timeline/ floor book to remember past events

- Comment on images of familiar situations in the past (using baby photos)  
-Know about the past through stories, events encountered in books read in class (could use Peepo, traditional stories)

Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class – nativity story, fairy tales

## How this achieved in Nursery

### Autumn Term:

Me and My Family:  
Beginning to be talk to talk about ourselves as babies and how we have changed from babyhood,  
Festivals:  
Beginning to explore how festivals are traditionally celebrated, Fireworks Night, Harvest, Remembrance Sunday and Christmas

### Spring Term:

Nursery Rhymes & Traditional stories:  
Noting differences in daily lives as shown in texts and rhymes compared their own lives.

### Summer Term:

People Who Help Us:  
Understand roles of people in the community and link to own family history  
Growth:  
Using own baby photos to reflect on how we have grown and changed from babyhood to now.

### **Learning throughout the year:**

- Through interactions talking about what they did yesterday, last week, last year and what is planned in the future.
- Reference to learning journey display and timeline
- Learning about the family traditions of children in class from different cultural backgrounds.

## Sticky Knowledge: By the end of Nursery the children will know...

### Knowledge:

- I can talk about about my family
- I know that as I get older I can do different things.
- I know about some festivals which I celebrate

### Vocabulary:

- Old, new, past, soon, today, sleeps, family, stories, different, same.

# Understanding the World- Reception (History Links)

Activities ideas and learning opportunities in CIL	ELG	How this achieved in Reception	Sticky Knowledge: By the end of Reception the children will know...
<p><b>Reception:</b></p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p>	<p><b>Past and Present</b></p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</p>	<p><b>Autumn Term:</b></p> <p><i>All about me:</i></p> <ul style="list-style-type: none"> <li>Discussing our families, recounting fun family experiences in our past.</li> <li>Thinking about changes in our life as we grow and get older.</li> </ul> <p><i>Festivals:</i></p> <ul style="list-style-type: none"> <li>Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Diwali, Harvest Festival, Remembrance Day.</li> </ul> <p><b>Spring Term:</b></p> <p><i>Traditional tales</i></p> <ul style="list-style-type: none"> <li>Comparing stories from the past to the present</li> </ul> <p><i>New Life :</i></p> <ul style="list-style-type: none"> <li></li> </ul> <p><i>Spring Festivals</i></p> <ul style="list-style-type: none"> <li>Explore festivals and family traditions from different cultures inc: Easter</li> <li>Exploring family traditions of Shrove Tuesday</li> <li>Explore the festival and family traditions of Chinese New Year</li> </ul> <p><b>Summer Term:</b></p> <p><i>Superheroes:</i></p> <ul style="list-style-type: none"> <li>Understand roles of people in the community</li> <li>Explore local area</li> <li></li> </ul> <p><i>At the Seaside</i></p> <ul style="list-style-type: none"> <li>Compare seaside holidays in the past to the present</li> </ul> <p><b>General learning throughout the year:</b></p> <p>Through interactions talking about what they did yesterday, last week, last year.</p> <p>Reference to learning journey display and timeline</p> <p>Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.</p> <p>Learning about the family traditions of children in class from different cultural backgrounds.</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know about my family and where I was born.</li> <li>I know that my Grandparents are my Mum and Dads parents.</li> <li>I know that things have changed since my Mum and Dad were little.</li> <li>I know which objects are from the past and which are modern.</li> <li>I know that some stories have been around for a long time and that some are new.</li> <li>I know that families celebrate in different ways.</li> <li>I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Chinese New Year).</li> </ul> <p><b>Vocabulary:</b></p> <p>Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same,</p>

**Year 1 –  
Significant Local  
History: Exploring the  
history of our school  
and village.**

**Chronology to be covered**  
Victorian to present

**Historical skills to be covered**  
I can sequence events or objects in chronological order  
I can use a timeline  
I can use a range of sources to find out characteristic features of the past.  
I can use photographs from the past to spot differences.

**Subject Knowledge to be covered:**

How has our school changed?  
I can look for evidence around our school to see how it has changed. What are the Victorian buildings like? When were they built? Put them on a timeline.  
How have our school uniforms changed?  
How has daily life in our school changed since Victorian times?

How has the village changed?  
What jobs did people in the village do in the past?  
How have the village shops changed?

The Maltings – what was it?

**Local Links**

Links with Geography  
'Our school' unit

Village visit

History of the river running through our village

**Key Vocabulary**

Timeline  
Chronological order  
Victorian  
Evidence  
Sources

**Possible Questions**

What was our school like for children in the past?

**Literature links**

Salhs.org.uk (Stanstead Abbots history society website)  
Francisfrith.com (old maps and photos of Stansted Abbots)

### Chronology to be covered

1800s- Children from rich families played with train sets, tea sets, dolls and toy soldiers. Children from poor families played with homemade toys such as ragdolls and wooden boats.

1902- Germany- Richard Steiff based one of his toy designs on a bear he saw at the zoo. The Steiff Company started making teddy bears.

1903- Binney and Smith set up Crayola.

1907- Meccanno factory opened in Liverpool.

1934-49- Ole Kirk Christiansen called his company Lego. By 1949, he is making plastic blocks.

1943- Slinky is invented.

1959- First Barbie doll.

1959- First Etch-a-sketch

1983- Polly Pocket

1989- First Game Boy developed in Japan.

### Local Links

Toy Museum (Stanstead Abbots)

Grandparents and parents

### Historical skills to be covered

- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)
- Begin to describe similarities and differences in artefacts

### Subject Knowledge to be covered:

Here the focus is emphatically on looking at concepts such as **similarity and difference** as well as **old and new** and **change through time**.

- Children develop an understanding of the terms same and different and begin to use them
- They start to distinguish old and new
- Children are able to sort by colour, shape and material,
- They start to generate their own questions starting 'Is it...' using adjectives as well as nouns.
- Pupils can describe how toys change as children grow older
- They can match toys to children of the right age.
- A well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way old toys can look 'new' when they have been carefully handled and treasured. Having lots of examples of old and new versions of familiar domestic items will help here.
- Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.
- Pupils are able to think of 3 different types of evidence they might use to explore a question.
- Pupils are able to describe changes across two generations.
- They can use language such as 'They used to be like', 'When my Nan was a girl' : some might manage 60 years ago.
- Children are able to carry out a simple survey, interviewing grandparents and posing relevant questions. pupils show that they are able to see toys within their context, by identifying past and present and matching the relevant toys to right person.
- They can use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl', 'A long time ago', 'When my Mum and Dad were at infant school' etc.
- Pupils show that they can confidently identify old toys
- Pupils can make sensible selections of old toys which are clearly different from today's.
- They can explain why their chosen toy is old using at least 3 criteria
- They can confidently communicate their understanding of old toys and who would have played with them .

## Year 1 – Toys (Changes within Living History)

### Possible Questions

KQ1 - What are our toys like today?

KQ2 - What are other people's toys like?

KQ3 - How can we tell these toys are old?

KQ4 - What were our grandparents' toys like and how do we know?

KQ5 - Who played with these toys a long time ago?

KQ6 - How can we set up a Toy Museum?

### Key Vocabulary for historical period

Teddy bear, well-loved, generations

### Subject specific vocabulary

Chronology, Sources – primary and secondary, old, new, past, present, changes, sort, same, different

### Literature links

*Too Many Toys!* by Heidi Deedman; *Lost in the Toy Museum* by David Lucas; *Laura Charlotte* by Kathryn O Galbraith; *Timothy's Teddy: A True Story* by Joanna Harrison; *Old Bear*, by Jane Hissey; *Midnight Teddies*, by Dana Kubick; *The Tusk Fairy* by Nicola Smees; *The Toymaker* by Martin Waddell; *Dogger* by Shirley Hughes; *Nothing*, by Mick Inkpen; *All kinds of toys* by Roderick Hunt; *Changing Times: Toys and Games*, by Ruth Thomson; *History from Objects: Toys*, by Karen Bryant-Mole; *Looking at Teddy Bears*, (Big Book) by Sallie Purkis; *Our Toys*, by Joan Blyth; *Picture the Past: Toys*, by Jane Shuter; *Teddy Bears*; by Sallie Purkis

### Chronology to be covered

1669 - Britain's oldest lighthouse is built.  
1815 - Grace Darling is born.  
1826 - The Darlings move to Longstone Lighthouse.  
September 1838 - The SS Forfarshire crashes.  
November 1838 - Queen Victoria rewards Grace Darling.  
1842 - Grace Darling dies.  
1880 - 'Grace Darling: Her True Story' is published.  
1938 - Museum opened dedicated to Grace Darling.

### Historical skills:

- Sequence events or objects in chronological order
- Use a range of sources to find out characteristic features of the past.

### Subject Knowledge to be covered:

- Children use pictorial clues to make inferences as to what Grace might have done
- Children build up vocabulary e.g. rescue, wreck
- Children can retell main episodes in story using words describing sequence and passing of time
- Children know the job her father had to do and why her actions are considered heroic
- Children give reasons why Grace Darling acted as she did
- Children can provide adjectives to describe her character
- Children spot similarities and differences in pictorial versions of rescue
- Some able children offer simple reason why not all pictures are the same
- Children understand that we have newspaper accounts and museum objects, but not film
- Children understand idea of a museum having relevant objects
- Children can describe two ways in which sea rescue improved
- Children can match then and now statements
- Pupils understand the reasons why she should be remembered and can offer valid ways of recognizing her achievement, with opportunity to be creative

### Links

The River Lee (Why do people settle near water?)

## Year 1 – Lives of significant individuals: Grace Darling

### Key Vocabulary for historical period

Wreck, rescue, lighthouse, boat

### Subject specific vocabulary

Sort, same, different, evidence, museum



### Literature links

*Grace Darling* by Anita Ganeri  
*The Lighthouse Keeper's Rescue* by Ronda and David Armitage  
*The Lighthouse Keeper Series* by Ronda and David Armitage  
*Hello Lighthouse* by Sophie Blackall

Chronology to be covered:

1930- Neil is born  
1946- Neil gets his pilot's licence.  
1949- Neil joins the U.S. army  
1955- Neil becomes a test pilot for NASA.  
1962- Joins astronaut program  
1969- Goes and walks on the Moon  
1971- Neil becomes a professor at a university  
2012- Dies

Historical skills to be covered

- Pupils are able to consider the type of evidence available to historians studying the Moon landing of 1969.
- They can match statements to specific pieces of evidence.
- Pupils understand that people are sceptical as to whether it ever happened and know some reasons why
- They can raise valid questions to ask teacher-in-role as Neil Armstrong.
- They are able to work in groups making effective contributions whilst listening to the views of others

Subject Knowledge to be covered:

- Pupils are able to make links between the astronauts and other pioneers of flight.
- Pupils can place the First Moon Landing approximately on a timeline of the last 100 years.
- Pupils are able to consider characteristics of an astronaut, drawing on earlier experience of pioneers within this flight topic.
- They can raise valid questions to ask teacher-in-role as Neil Armstrong.
- They can give at least 3 reasons that motivated him and reject spurious ones. Some of the more able can place the Moon Landing in the context of the Space Race with Russia.
- Pupils are able to sequence images of the journey there and back: launch; separation of the command modules from Saturn V; *Eagle* Landing: raising the flag; collecting rocks: *Eagle* blasts off: command module floating in sea after splashdown. They understand how complex the project was.
- They are aware of the work of NASA over many years.
- They can list some of the hazards facing the astronauts.
- Pupils can analyse an image and find 5-8 significant features (from simple spacesuit, US flag, footprints, space module, astronaut through to carrying out scientific experiments and naming *Eagle*, Aldrin and Armstrong).
- Pupils are able to find evidence from range of images and text to prove that statements historians make are correct
- They extract from a range of text the key information that tells them what took place on the moon's surface.
- Pupils can give at least 2 reasons FOR and AGAINST further moon travel
- Pupils can draw on previous work on famous people and on sources seen in this topic to offer valid ideas.
- They show ability to recognise that some ideas would be more effective than others.
- Pupils are asked to **research** an aspect of Man's First Moon Landing that particularly interests them and then to present their findings.

Local Links

**Year 2 –  
Changes within Living  
History: The Moon  
Landing**

Key Vocabulary for historical period

Engineer, Apollo, space race, space flight, moon landing, orbit, astronaut, moon, Neil Armstrong, Buzz Aldrin, NASA, Space Race, Timeline, chronology, pioneer, launch, separation, *Eagle*, Saturn V.



Literature links

*Neil Armstrong (Little People, Big Ideas)*  
*Man on the Moon*  
*Look Up!*  
*How To Be An Astronaut*  
*Space Encyclopaedia*  
*The Darkest Dark*  
*Toys In Space*  
*Look Inside Space*

### Chronology to be covered

1422- William Caxton was born in Kent.  
1438- Moves to London to become an apprentice to a merchant.  
Moved to Bruges and acted as a diplomat  
Moved to Cologne and gets interested in printing.  
B. Returns to Bruges and buys own printing press.  
1476- Sets up the first printing press in England. Prints first book  
Meets king and queen

1847- Alexander Bell is born  
1870s- Bell spends years trying to transmit the human voice over electrical wires.  
1874- Begins working with Thomas Watson  
1876- First telephone call  
1877- Bell Telephone Company set up.  
1886- 150,000 own telephones  
1872- Sets up school for children who are deaf

### Local Links

### Historical skills to be covered

To make deductions based on visual clues.

To be able to sequence key events in Caxton's life.

To begin to learn new vocabulary connected with the passage of time e.g. *hundreds of year ago*

### Subject Knowledge to be covered:

To explore what forms of communication existed before the printed word and to place these in rough chronological order.

To grasp the true ground breaking nature of Caxton's invention and to understand why he is still commemorated today.

To establish key events Caxton's life within a simple chronological framework of other historical periods known to pupils.

Pupils know how books were made before the 15thC

They can discuss the pros and cons of this method.

They can explain the various processes involved in Caxton's new printing presses

Pupils can list Caxton's achievements and can **single out the key one.**

They can distinguish between significant and not very important actions. Pupils understand the key formative aspects of his life, such as his obsession with sounds around him, his helping his deaf mother, his father teaching the deaf, his inventiveness.

They can select 4 pivotal episodes in his career e.g.

- Communication with his mother
- Experimenting with sounds at home
- Teaching the deaf
- Getting help from Dr Watson

Pupils are able to suggest several reasons why Bell was motivated to discover the telephone

They can explain what some of the key consequences were  
Pupils can think of different ways in which the telephone has transformed our lives

They see that 'phones get smaller but that new smart phones with screens are getting bigger

## Year 2 – Lives of significant individuals: Caxton/Bell

### Possible Questions

- KQ1 - What did Caxton do that was so important to us today?  
KQ2 - How did Caxton help to change the way books were made?  
KQ3 - How and why should Caxton be remembered?  
KQ4 - How did Bell manage to make a telephone work so long ago?  
KQ5 - And why did he want to?  
KQ6 - Why was Bell's invention so important? then and now?  
KQ7 - How has the telephone improved since the days of Bell?

### Key Vocabulary for historical period

Sequence, communication, invention, books, printing press, book, telephone, plaque, mobile phone.

### Literature links

Spreading the Word  
Alexander Graham Bell  
The Bell Family  
National Geographic Kids:  
Alexander Bell

### Chronology to be covered

**Sunday 2<sup>nd</sup> (morning)-** 1. The fire started in a bakery in Pudding Lane owned by Thomas Farriner. 2. The fire spread quickly and by 7 o'clock in the morning more than 300 houses had been destroyed

**Sunday 2<sup>nd</sup> (afternoon)-** 3. Some people tried to stop the fire spreading. 4. The King was told of the fire and he ordered the Mayor to knock down any houses to stop it spreading.

**Monday 3<sup>rd</sup>-** 5. People realized they couldn't stay any longer and escaped on foot and on river barges. 6. The fire got worse; many more buildings were destroyed including St. Paul's Cathedral.

**Tuesday 4<sup>th</sup>-** 7. They even tried blowing up houses with gunpowder to stop the fire spreading even further. 8. By night the fire was close to the Tower of London.

**Wednesday 5<sup>th</sup>-** 9. The wind died down and the fire stopped spreading so quickly

**Thursday 6<sup>th</sup>-** 10. By evening all the fires had been put out.

### Local Links

(Link to era) The Baesh Almshouses  
Former grammar school, also functioned as church 1653

### Key Vocabulary for historical period

Cathedral- *Very large church*

Diary- *In which people write about their life*

Evidence- *Clues used to work out what happened.*

Pitch/ tar- *Thick, black liquid that easily caught fire.*

Plaque- *Writing to remember where something happened.*

Squirts- *Old fashioned water carrier.*

Thatch- *Straw used for a roof covering*

Warehouse- *Large storehouse.*

### People

The Duke of York

King Charles II

Samuel Pepys

Thomas Bludworth

Thomas Farriner

### Historical skills to be covered

#### Events beyond living memory

Can give clear explanation of a historic event offering two or three reasons why an event took place

Can sequence parts of a more complex story where action take place over a period of time an can use phrases such as 'over 300 years ago.'

Can offer reasons as to why changes occur.

### Subject Knowledge to be covered

1. Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital.

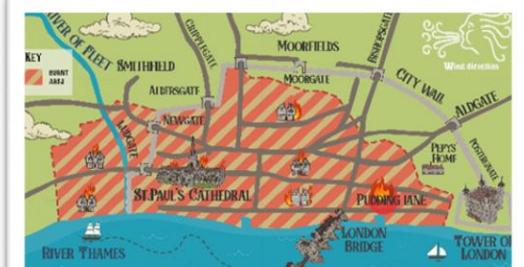
2. They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones.

3. They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time.

4. They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service.

In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames travel.

## Year 2 – Events beyond living memory: Great fire of London



### Literature links

Samuel Pepys' diary

Great Fire of London

A Visit to London

### Chronology to be covered

**Palaeolithic** period of prehistory – Where the stone age people would begin to use tools.

Into the **Neolithic** period whereby people began to settle and farm/keep livestock etc.

Understand how the Bronze Age followed the Stone Age, when people began to use tin and copper ore to make bronze tools and weapons

### Historical skills to be covered

Continue to develop chronologically secure knowledge of history.

Understand more complex vocabulary relating to chronology.

Use historical terms appropriately.

Regularly address and sometimes devise historically valid questions.

Understand that different versions of the past may exist, giving some reasons for this.

### Subject Knowledge to be covered:

What do I already know about the Stone Age?

How does it differ to the modern day?

Prehistoric animals – How do they differ to animals today? Are there any animals that resemble those of the past?

Key to survival in the Stone Age – weapons, farming, hunting, fishing and most importantly gathering.

Understanding of the key finds at Skara Brae.

What do cave paintings tell us about life in the Stone Age? Are there any links to art in the modern day?

### Local Links

The Celtic Harmony camp

Possible Stanstead Abbots Henge?

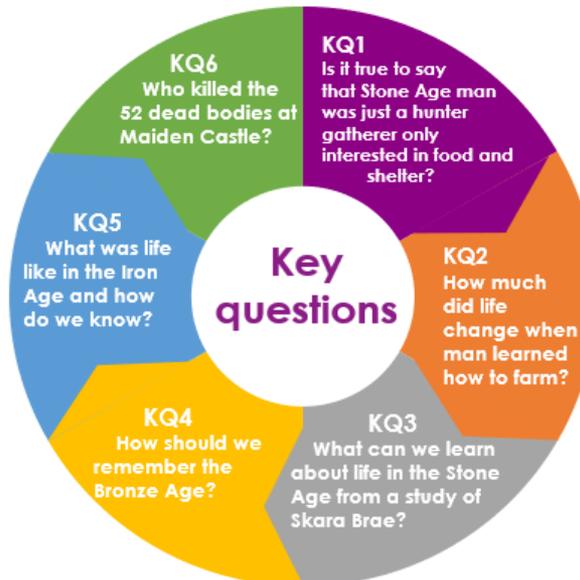
## Year 3 – The Stone Age

### Key Vocabulary for historical period

Prehistory      Settlement  
Palaeolithic      Neolithic  
Cave painting      Hunting  
Fishing Arrow      Sabre tooth tiger  
Woolly mammoth  
Skara Brae Hunter-Gatherers

### Subject specific vocabulary

Chronology  
Sources – Primary and Secondary



### Literature links

The stone age boy – Satoshi Kitamura  
UG boy genius of the stone age – Raymond Briggs  
Stig of the dump – Clive King

### Chronology to be covered

Emergence of the Bronze Age from the Stone Age followed by the Iron Age. Including the understanding that many of these periods overlap and there are discrepancies as to when each began.

Understanding that the Roman invasion put an end to the Celtic way of life – links to the defeat of Boudicca.

### Historical skills to be covered

Continue to develop chronologically secure knowledge of history.

Understand more complex vocabulary relating to chronology.

Use historical terms appropriately.

Regularly address and sometimes devise historically valid questions.

Understand that different versions of the past may exist, giving some reasons for this.

### Subject Knowledge to be covered:

Transition period from Stone Age to Bronze Age including the use of tin and copper to make Bronze weapons and tools.

Understanding of the transition from nomadic life to settling in hillforts and tribal culture. Also including the emergence of settled life including farming/keeping livestock.

Understanding of the reasons for the use of metal weapons as opposed to those made of stone.

Celtic Harmony camp links – What strategies did the Celts use to make clothes which support their lifestyle.

Understanding of trading and other everyday survival strategies.

Burial ceremonies and druids – Stonehenge

Understanding of the events towards the end of the Iron Age including the Roman invasion and the defeat of Boudicca

### Literature links

Stig of the dump – Clive King

### Local Links

The Celtic Harmony camp

Stonehenge

## Year 3 – The Iron Age

### Key Vocabulary for historical period

Nomadic	Boudicca	Archaeologist	
Tribal	Hillfort	Henge	Artefact
Bronze/Iron/Ore	Century		
Druids	Settlement	Loom	
Weaving	Stone circle		
Trade	Sacrifice	Remains	
Migration	Invasion		
Romans	Neolithic		

### Subject specific vocabulary

Chronology  
Sources – Primary and Secondary



### Chronology to be covered

**753 BC** - The city of Rome is founded.  
**55-54 BC** Julius Caesar's attempted invasion  
**43 AD** Emperor Claudius invasion  
**61 AD** Boudicca sacking of Verulamium  
**121 AD** - The Hadrian Wall is built. To keep out the barbarians a long wall is built across northern England.  
**476 AD** - The end of the Western Roman Empire and the fall of Ancient Rome. The last Roman Emperor Romulus Augustus is defeated by the German Goth Odoacer. This signals the start of the Dark Ages in Europe.

### Historical skills to be covered

Develop a clear chronology over the period  
Consider change over the period, cause and affect.  
Use primary (archaeological) sources – visit to St Alban's museum- handling session

### Subject Knowledge to be covered:

Location and extent of Roman Empire  
Develop a timeline of main events – esp invasion of Britain.  
The might and effectiveness of the Roman army – Julius Caesar and Claudius invasions  
What was life like before and after invasion?  
e.g  
Romanisation of settlements – houses, markets, dress etc  
Major Roman road and towns (Link to Ermin Street and other major routes)/ Verulamium (St Albans/Colchester?) – development of Christianity.  
Boudicca resistance – and the sacking of Verulamium, Colchester and London.  
The end of the Roman Empire (Slow decline)

## Year 3 – The Roman Empire and its impact on Britain

### Local Links St Albans

[Exploring Verulamium](#)

Ermin street

Sacking of Verulamium by  
Boudicca

### Key Vocabulary for historical period

Aqueduct Archaeology Invasion  
Caesar Latin Numerals  
Empire

### Subject specific vocabulary

Chronology  
Sources – primary and secondary



### Literature links

Roman Myths – The orchard book  
The Eagle of the Ninth – Rosemary Sutcliffe

### Chronology to be covered

7500 BC First settlers in the Nile valley  
3500 BC First use of Hieroglyphics  
3100 BC Narmer unites regions of lower and upper Egypt  
2650 BC First pyramid built  
1336 BC Tutankhamun becomes ruler - changes  
332 BC Alexander the great conquers Egypt  
196 BC Rosetta stone carved  
30 BC Egypt becomes a Roman province  
1922 CE Howard Carter discovers Tutankhamun's tomb.

### Historical skills to be covered

Sequence changes and events within a period of time being studied.

Describe the passing of time in a variety of ways - consolidating previous understanding of historical vocabulary.

Select and organise relevant historical information.

Identify historically significant people and events.

### Subject Knowledge to be covered:

The river Nile – its impact on farming, travel and survival for the Ancient Egyptians.

Mummification – processes and rituals. links to the afterlife.

Gods that the Ancient Egyptians worshipped – Amun, Ra, Anubis, Horus, Thoth, Isis, Osiris.

The impact of Howard Carter's discovery.

Famous Pharaohs including: The life of Tutankhamun. How did his reign change life for the Ancient Egyptians?

The Egyptian way of life – How did it differ from other ancient civilisations?

### Local Links

British Museum

Fitzwilliam museum

## Year 4 – The Ancient Egyptians

### Key Vocabulary for historical period

Afterlife Akhet Canopic jars  
Dynasty Egyptologist  
Hieroglyphics Mummification  
Papyrus Pharaoh  
Sarcophagus

### Subject specific vocabulary

Chronology  
Sources – Primary and Secondary



### Literature links

The Egyptian cinderella – Shirley Climo  
The Scarabs secret – Nick Would

### Chronology to be covered

Placing the Greeks in the chronology of the world  
– Looking at where they are in relation to other ancient civilisations including the Ancient Egyptians.

2000BC Palace at Knossos, Crete

776 BC First Olympic games

750 BC Homer writes the Iliad and the Odyssey

570 BC Pythagoras is born

508 BC Democracy begins

450 BC Athens becomes a powerful city

432 BC Parthenon completed

146 BC Romans conquer Greece

### Local Links/Trips/Visitors

British Museum

History off the page

### Key Vocabulary for historical period

Acropolis

Agora

City state

Democracy

Helot

Hoplite

Ostrakon

Parthenon

Polis

### Subject specific vocabulary

Chronology

Sources – Primary and Secondary

### Historical skills to be covered

Understand that different versions of the past may exist, giving some reasons for this.

Explain why changes have occurred and the consequences of these changes.

Make links between main events and situations across different periods/societies.

Explain why differences exist between different groups of people within a historical period

### Subject Knowledge to be covered:

- Explain the main features of Ancient Greek society, especially the role of slaves and women
- Explain the unique way that Ancient Athens was ruled at the time, democracy
- Explain why there was a Golden Age for Athens in the 5<sup>th</sup> and 6<sup>th</sup> centuries BC
- Give 3 important examples of Ancient Greek achievements
- Make deductions about what mattered to the Ancient Greeks by studying pot evidence
- Explain ways in which the Greeks have influenced our lives today

## Year 4 – Ancient Greeks



### Literature links

Orchard book of Greek myths – Geraldine McCaughrean  
Who let the gods out – Maz Evans

### Chronology to be covered

England is invaded – 449CE  
Vikings invade Britain – 793CE  
King Alfred rules Wessex – 871 – 899 CE  
Danish King Canute rules England – 1016 – 1035CE  
Edward the confessor rules and his death leaves no clear successor – 1042-1066CE  
King Harold killed in battle of Hastings.

### Historical skills to be covered

Note connections, contrasts and trends.

Use vocabulary such as social, religious and cultural to explain historical events and changes.

Choose reliable sources of factual evidence about events, people and changes within a period of time.

Evaluate different interpretations of the past to reach a balanced conclusion.

Evaluate different sources of information and identify those useful for particular tasks.

### Subject Knowledge to be covered:

Who are the Anglo-Saxons? Why did they invade?

Examining the transition from the Roman period and its way of life to Anglo-Saxon Britain.

Examining the art, literature and religion of the period to understand if it truly was a dark age. Links to Lindisfarne monasteries.

Power struggle between the Vikings and the Anglo-Saxons over territory.

How did the Vikings travel from one area to another – Longboats.

Closely examine the battle of Hastings and the power struggle.

Focus on some influential Viking leaders (Dane law)

Resistance from Alfred the great and Athelstan first king of England.

### Local Links/Trips/Visitors

Geographical significance of the River Lea dividing Dane law to Anglo-Saxons.  
Links to St Alban's martyr.  
Hertford castle (Norman)  
Burgh.

### Literature links

Beowulf – Michael Morpurgo

### Key Vocabulary for historical period

Anglo-Saxon Viking Longboat  
Burgh Interpretation Sutton  
Hoo

### Subject specific vocabulary

Chronology  
Sources – Primary and Secondary

## Year 5 – Anglo-Saxons and Vikings



### Chronology to be covered

Some ceremonial centres are built in modern day Guatemala 2000 BC  
Mayan culture was well established by 1000 BC  
Mathematics and astronomy were adopted 250 CE  
Mayan population reaches 5 million which caused deforestation.  
840 CE Long term drought – was this the start of the Mayan downfall?  
Final date inscribed by the Mayans 909 CE

### Historical skills to be covered

Explain how some events from the past affect life today.  
Describe the main changes within a period of time being studied.  
Identify and give reasons for, results of, historical events, situations, changes.  
Give own reasons why change has occurred, backed up by research evidence.

### Subject Knowledge to be covered:

Understand the Mayan's sophisticated and developed writing system and calendar – base 20.  
The extent and location of the Mayan civilisation.  
Mayan culture, arts and beliefs – religion and worshipping/architecture.  
The Mayan creation story – Gods and Goddesses – including sacrifices.  
What caused the decline of the Mayan civilisation?  
Deforestation/warfare/disease/colonisation.

### Local Links/Trips/Visitors

Paradise wildlife park – creatures of the area?  
Elizabeth ...

## Year 5 – The Mayans

### Key Vocabulary for historical period

Colonisation    Deforestation  
Predictions    Astronomy  
Calendars    Temple  
Chichenitza Hieroglyphs Tzolkin  
Haab    Sacrifice    Rituals

### Subject specific vocabulary

Chronology  
Sources – Primary and Secondary



### Literature links

Middleworld – J&P Voelkel

### Chronology to be covered

September 1, 1939 – Germany invades Poland  
September 3, 1939 – Britain and France declare war on Germany  
January 1940 – Rationing introduced  
May to June 1940 – Dunkirk evacuated and France surrenders to Germany  
July 1940 – Germany launches attacks on Great Britain.  
Germany, Italy and Japan signed the Tripartite pact creating the axis alliance  
December 7, 1941 – The Japanese attack the US navy in Pearl Harbor  
June 6, 1944 – D day  
April 30, 1945 – Hitler commits suicide  
May 7, 1945 – Germany surrenders

### Local Links/Trips/Visitors

Duxford museum  
Easney wood plane crash 1942  
War memorials in local areas  
Henry Moore  
North Weald airfield museum

### Historical skills to be covered

Recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Describe different periods in time Including: cultural ideas, beliefs and attitudes.

Find out about the past by asking and answering questions, selecting and using a range of sources of information to provide evidence.

Evaluate sources of information- recording and drawing conclusions.

Consider the significance of main events. Give reasons for, and results of, these events and changes.

### Subject Knowledge to be covered:

Causes of the start of World War 2 – political climate at the time.

Links to be made to extent of Hitler's empire.

Understand the events that lead to the battle of Britain and place significant events on a timeline.

Events surrounding the holocaust – persecution of Jews.

Understanding the extent of life during the war including rationing, evacuation and air raid shelters etc. Significant events leading to the end of World War 2 including the involvement of other countries.



## Year 6 – World War 2

### Key Questions

- KQ1** – Why did Britain have to go to war in 1939?  
**KQ2** – Why was it necessary for children to be evacuated and what was the experience of evacuation really like?  
**KQ3**– How was Britain able to stand firm against the German threat?  
**KQ4** – Which 8 objects should we show to explain how Britain coped with the effect of war on the home front?  
**KQ5** – Why is it so difficult to be sure what life was really like on the home front?  
**KQ6** – What was VE Day really like?

### Key Vocabulary for historical period

Appeasement Allies Invasion  
Evacuee Black out Air  
raid Rationing Axis Nazi  
Blitz Holocaust Luftwaffe  
Dictator Aryan  
Propaganda

### Subject specific vocabulary

Chronology  
Sources – Primary and Secondary

### Literature links

**Letters from the  
Lighthouse**

The Boy in the Striped  
Pyjamas  
Goodnight Mr Tom

**Chronology to be covered**

**Historical skills to be covered**

**Subject Knowledge to be covered:**

Explain how some events from the past affect life today.

Describe the main changes within a period of time being studied.

Identify and give reasons for, results of, historical events, situations, changes.

Give own reasons why change has occurred, backed up by research evidence.

**Local Links/Trips/Visitors**

**Year 6 –  
Black and British**

**Key Vocabulary for historical period**

Historical periods

**Subject specific vocabulary**

- Windrush
- Abolition
- Slave trade
- Commonwealth
- Discrimination
- Empire
- Middle Passage
- Migrant
- Prejudice
- Racism



**Literature links**

- The Windrush child – Benjamin Zephaniah
- Coming to Britain – Floella Benjamin
- The place for me – Floella Benjamin et al
- Timelines from Black History - DK

### Chronology to be covered

Pre-history – modern times  
Development of a timeline  
Make links with previous eras studied.

### Local Links/Trips/Visitors

Field work in local area  
Explore the locality – mills,  
river, new river, parishes of  
St Margaret's, St Andrew's  
and St James.  
The Maltings  
The High Street  
The train station and railway  
line

### Historical skills to be covered

Recognise and make appropriate use of dates,  
vocabulary and conventions that describe historical  
periods and the passing of time.

Describe different periods in time Including: cultural  
ideas, beliefs and attitudes.

Find out about the past by asking and answering  
questions, selecting and using a range of sources of  
information to provide evidence.

Evaluate sources of information- recording and  
drawing conclusions.

Consider the significance of main events. Give  
reasons for, and results of, these events and changes.

### Subject Knowledge to be covered:

- children understand that this was a period of rapid changes and can identify differences between beginning and end of long reign, eg: railways at start, cars at end
- children understand industry changed most rapidly in the northern towns based on coal, water and good transport system to supply imports from nearby ports
- children understand how demanding factory life was, but realise there was little alternative
- children understand that sources have to be treated carefully, as sometimes people lie or try to cover up - use words bias, exaggerate
- Children understand reasons why so many people moved from countryside to towns despite the harsh conditions there.
- Children understand speed and range of changes both on land (dominance of railway over canals and coaches by 1850s) and at sea (Brunel's steam ships)

## Year 6 – Victorian Britain

### Key Vocabulary for historical period

Historical periods

### Subject specific vocabulary

Industrialisation/industry/industrial  
revolution  
Urbanisation/urban

