



History

Our teachers hope to inspire a passion for history and an enthusiastic engagement in learning which develops a sense of curiosity about the past.

Our curriculum will help pupils gain a coherent knowledge and understanding of the past and we will teach pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. Pupils should develop an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.

Our curriculum is designed so each year group develops chronologically understanding through learning about an era that is more recent compared to one a much longer time ago.

***Guidelines for teaching source work are at the end of the document**



Reception			
Key Content	Understanding the World	Understanding the World	People and Communities
Topic	Where do they live?	Switch it on! Toys and Transport	All About Me How I have changed since I was a baby
Key Vocab	Past Present Future	Similarities Differences Old / New	Baby, child, adult Grow, Change
Historical skills	<ul style="list-style-type: none"> • Through exploration and play, show understanding of things that are old and those that are new and give some reasons why they know this • Begin to show understanding of chronology by sorting items (photos, children, calendar) into an order • Use language associated with time and talk about events that happened in the past (yesterday, last week, last year) and those that will happen in the future • Discuss differences about where they live: different houses, buildings, cars, etc 		

Our youngest Historians should be able to
<ul style="list-style-type: none"> ▪ Sort some images into chronological order ie youngest to oldest ▪ Identify some changes between them as a baby and how they are now ▪ Identify similarities and differences between my toys and old toys. ▪ Talk about events in school and at home that are of interest ▪ Say that they live in Caldecote and go to Caldecote Primary School



Year 1		
Key Content	<p>Changes within living memory Lives of significant people in the past who have contributed to national and international achievements</p> <p>Events beyond living memory</p>	
Topic	<p>Space Space Exploration</p> <p>Towers, Tunnels and Turrets Medieval (from Norman Conquest 1066 – Tudor Period 1485)</p>	
Key Vocab	<p>Time line Technology Lunar Nasa Apollo 11</p> <p>United Kingdom Castle Defence/Attack Settlement Medieval</p>	
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> Find answers to simple questions about the past using sources from the past such as artefacts or photographs. Ask questions: What was it like for people? What happened? How long ago? Use stories to encourage children to distinguish between fact and fiction. Discuss what memory is and how reliable it is- for example, compare two adults talking about the same event- can the children spot where their memories are different? Why do they think this might be? <p>See source work guidelines</p>
	Chronology	<ul style="list-style-type: none"> Sequence events in their life and recognise the difference between what is 'past' and what is 'present'. Sequence 3 or 4 artefacts from distinctly different periods of time. Know and recount stories from the topics covered throughout the year. Label timelines with words or phrases such as past, present, older, newer.
	Communicating & Presenting	<ul style="list-style-type: none"> To use age-related vocabulary: <ul style="list-style-type: none"> A long time ago When my parents were children Decade Century Past Present Begin to understand what the word 'history' means. Communicate their knowledge through a variety of mediums including discussion, pictures, drama, model-making and writing.
Significant People/Events/ places	<p>Tim Peake 2015 Neil Armstrong 1969 Yuri Gagarin 1961 Valentina Tereshkova 1963 Helen Sharman 1991 Buzz Aldrin</p>	

History: Progression of Knowledge & Skills



Year 1 Historians should

- Know about and can name many of the changes that have happened since they were born
- Know how to ask and answer questions about old and new objects
- Use words and phrases like: old, new and a long time ago
- Spot old and new things in a picture
- Use words and phrases like: before after, past, present, then and now
- Give examples of things that were different when their grandparents were children
- Know about someone famous who was born or lived near Caldecote or Cambridge
- Know why there is a monument to a famous person or event in Cambridge city centre



Year 2			
Key Content	Events beyond living memory that are significant nationally or globally	Events beyond living memory that are significant nationally or globally	Changes within living memory linked to aspects of change in national life
Topic	Dinosaurs	Bright Lights Great Fire of London 1666 (Stuarts)	Street Detectives Homes, shops and technologies - then and now
Key Vocab	Fossil, Palaeontologist, Extinct, Excavate, Prehistoric	Artefact, Primary source, Evidence, Eye witness, Monarchy	Village, Landmark, Old, Modern, Locality
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> Recognise that history is represented in different ways and identify some of these- newspapers, photos, artefacts, books, art. Compare pictures or photographs of people or events in the past; compare two versions of a past event. Discuss how reliable photos, accounts or stories can be, and why they might not be wholly reliable. Use evidence such as photos and stories to make observations and ask questions, finding answers to questions about the past. <p>See source work guidelines</p>	
	Chronology	<ul style="list-style-type: none"> Recount changes that have happened to them during their lifetime, as well as discussing changes that have happened in the world. Begin to use dates confidently where appropriate. In reference to topics studied, begin to recognise why events happened, why people did things and what happened as a result- make links between these things. In reference to topics studied, describe significant individuals from the past. Identify the difference between ways of life at different times e.g. between the medieval period and the Victorians. Describe changes that have happened in the locality of the school throughout history. 	
	Communicating & Presenting	<ul style="list-style-type: none"> Show an understanding of the concept of a nation and a nation's history, particularly in relation to Britain. Show an understanding of and use relevant vocabulary such as the following: <ul style="list-style-type: none"> - Civilisation - Monarchy - Parliament - Democracy - War - Peace Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making and more extended writing pieces. 	
Significant People/ Events/places	Mary Anning (1799-1847)	Samuel Pepys (1633-1703) Pudding Lane	Queen Victoria Sir Isaac Newton



Year 2 Historians should

- Know about an event that happened before their grandparents were born
- Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place
- Recount the life of someone famous who lived outside Britain and explain why s/he was famous
- Know about the life of a famous person from the past because they know how to research
- Know how to use books and internet to find out more information about the past
- Know how to find out things about the past by talking to an older person
- Know about how things were different when their grandparents were children
- Know what certain objects from the past might have been used for



Year 3	
Key Content	Stone, Bronze & Iron Age 700BC – 43 AD (Roman invasion of Britain) Anglo Saxons (450 – 1066 AD) & Vikings (793 – 1055AD)
Topic	Tribal Tales Traders & Raiders
Key Vocab	AD/BC, Hunter-gatherer, Warrior, Prehistoric, Artefact, Civilisation, Archaeologist Monastery, Pagan, Jute, Rune, Chieftain, Treaty, Trader, Invader, Longship
Historical skills	Investigating & Interpreting <ul style="list-style-type: none"> • Use a range of sources to find out about and produce an overview of one of the topics studied. • Observe and discuss small details when studying artefacts and pictures. • Understand that sources can be diverse- cartoons, books, art, letters, recordings, CDs etc. • Look at two differing accounts of an historical event and suggest reasons why the sources may differ, using historical context if possible. See source work guidelines
	Chronology <ul style="list-style-type: none"> • Place all periods of history studied thus far on a time line, noting important events. • Sequence several events or artefacts. • Investigate and explore the everyday lives of people within the periods of time studied. • Describe the ideas and beliefs of different periods of time. , Compare with our time today. • Identify reasons for and results of people’s actions and begin to understand why people might have wanted to do some things.
	Communicating & Presenting <ul style="list-style-type: none"> • Use dates and terms related to the passage of time. • Use the following vocabulary: <ul style="list-style-type: none"> - Names of time periods - Change - Chronology - Cause - Consequence - AD/BC (and their meaning) - Conquest • Communicate their knowledge through a variety of mediums such as discussion, writing and presentations to small groups.
Significant People/Events /places	Lindow Man King Alfred The Great King Canute Edward the Confessor



Year 3 Historians should

Stone, Bronze & Iron Age

- Know about how stone age people hunted for their food and what they ate
- Know about many of the differences between the stone, bronze and iron ages
- Know what people learnt from stone age paintings
- Be able to describe what a typical day would have been like for a stone age man, woman or child

Anglo Saxons & Vikings

- Know that Britain was invaded more than once
- Know that the Anglo-Saxons and Vikings were often in conflict
- Know how to use a timeline to show when the Viking raids started
- Know why the Vikings often overpowered the Anglo-Saxons
- Show on a map where the Vikings came from and where they invaded our country
- Know that Many Vikings came to our country as peaceful farmers

General

- Know that there were many advanced civilizations on Earth 3000 year ago
- Research what it was it was like for children in a given period of history and present findings to an audience
- Know how the locality today has been shaped by what happened in the past
- Know how historic items and artefacts have been used to help build up a picture of life in the past



Year 4		
Key Content	A study of an aspect or theme in British history: Romans 753 BC – 476 AD	Ancient Greece 800 BC – 146 BC
Topic	I am Warrior	Gods and Mortals
Key Vocab	Emperor, Conquest, Empire, Rebellion, Peasant, Invasion, Amphitheatre, Migration, Senate, Mosaic, Legion	Conquer, Democracy, Mythology, Philosophy, Citadel, Polytheists, Architecture, Deities
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> Use evidence presented to build up a picture of the past, allowing children to express opinions based on what they have seen or read. Look at the range of evidence available and suggest suitable sources of evidence for enquiry. Begin to evaluate the usefulness of different sources. Use secondary sources (historical textbooks, the internet and library) to conduct research. Suggest causes and consequences of some of the main events in history, using evidence to support. <p>See source work guidelines</p>
	Chronology	<ul style="list-style-type: none"> Place events from period studied on time line. Attach dates to specific events studied. Identify key features and events of a specific time studied. Begin to look for causation of and links between events studied within a time period e.g. I think this happened because... This was affected by earlier events because... Begin to describe the social, ethnic, cultural and religious diversity of a time period. Understand why some events, individuals, situations and changes are considered to be significant within a time period. Articulate this in group or pair discussions.
	Communicating & Presenting	<ul style="list-style-type: none"> Use the following vocabulary: <ul style="list-style-type: none"> Names of time periods Era Pre-historic Early medieval Late medieval Autocracy Expansion Heresy Communicate their knowledge through a variety of mediums such as discussion, extended writing pieces and whole-class presentations.
Significant People/Events /places	Boudicca, Julius Caesar, Emperor Augustus, Emperor Claudius, Emperor Hadrian, Spartacus	Hippocrates, Archimedes, Pythagoras, Pheidippides, Alexander the Great, Socrates, Battle of Marathon, Trojan War



Year 4 Historians should

Romans

- Know about at least three things that the Romans did for our country
- Know why the Romans needed to build forts in this country
- Know that Rome was a very important place and many decisions were made there
- Know about the lives of at least 2 famous people of the Roman period

Greeks

- Know about and can talk about the struggle between the Athenians and the Spartans
- Know about some of the things that the Greeks gave the world
- Know that the Greeks were responsible for the birth of the Olympics
- Know that the Greek Gods were an important part of Greek culture
- Know how to locate Greece on a map

General

- Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)
- Research to find answers to specific historical questions about the local area
- Know how the locality today has been shaped by what happened in the past
- Know about the impact that one of these periods of history has had on the world



Year 5	
Key Content	<p>British History: World War II 1939-1945</p> <p>Britain's settlement by the Anglo Saxons and Scots</p>
Topic	<p>A Child's War, Allotment</p> <p>Anglo Saxons & Scots</p>
Key Vocab	<p>Blitz, Blackout, Air raid, Anderson/Morrison shelters, Kinder transport, Jewish, Evacuee, Concentration camp, Holocaust, Nazi, Star of David</p> <p>Conqueror, Opponent, Oppression, Succession, Paganism, Conversion Monastery</p>
Historical skills	<p style="text-align: center;">Investigating & Interpreting</p> <ul style="list-style-type: none"> • Compare accounts of events from a fiction source and a non-fiction source. Discuss the similarities and differences between two and express reasons for these. • Begin to identify primary and secondary sources. • When using evidence to build a picture of a period of time, select sources appropriate to the theme being studied e.g. a newspaper report about factory expansion when studying the industrial revolution. • Understand what constitutes an 'economic', 'cultural', 'social', 'religious', 'technological' and 'political' change. <p>See source work guidelines</p>
	<p style="text-align: center;">Chronology</p> <ul style="list-style-type: none"> • Know and sequence key event of time studied. • Make comparisons between different times in the past. • Study different aspects of different people, such as the differing ideas, beliefs, attitudes and experiences of men, women and children within a time period. • Examine causes and results of great events and confidently articulate the impact on people. • Compare life in 'early' and 'late' times studied. • Compare an aspect of life with the same aspect in another historic period. • Identify periods of rapid change and contrast with times of relatively little change.
	<p style="text-align: center;">Communicating & Presenting</p> <ul style="list-style-type: none"> • Use the following vocabulary: <ul style="list-style-type: none"> - Names of time periods - Primary source, secondary source - Early modern - Social - Cultural - Political - Technological - Economic • Communicate their knowledge through a variety of mediums such as discussion, debates, extended writing pieces, whole-class presentations
Significant People /Events /places	<p>Anne Frank, Winston Churchill, Neville Chamberlain, Adolf Hitler, Holocaust, The Blitz,</p> <p>King Raedwald (probable identity of person buried at Sutton Hoo)</p>



Year 5 Historians should

Anglo Saxons and Scots

- Know where the Anglo-Saxons came from
- Know at least two famous Anglo-Saxons
- Use a time line to show when the Anglo-Saxons were in England
- Know the link between Anglo-Saxons and Christianity
- Know that many Anglo-Saxons were farmers
- Know that the Anglo-Saxons gave us many of the words we use today

General

- Describe events from the past using dates when things happened
- Know how an event or events from the past has shaped our life today
- Draw a timeline with different historical periods showing key historical events or lives of significant people
- Know how crime and punishment has changed over a period of time
- Know how Britain has had a major influence on the world
- Know how the lives of wealthy people were different from the lives of poorer people



Year 6			
Key Content	Achievements of earliest civilisations: Ancient Egypt	British History: changes in social history linked to Crime & Punishment	Non-European society contrast with UK: early Ancient Mayan civilisation
Topic	Pharaohs	Revolution	Hola Mexico!
Key Vocab	Afterlife, Curse, Hieroglyphics, Ritual, Sphinx, Tomb, Valley of the Kings, Pyramid, Giza, Rosetta Stone, Pharaoh, Mummification, Sarcophagus	Empire, Industrial Revolution, Orphan, Revolutionise Suffragette, Workhouse, Reign, Social Reformer, Slum, Moral	Civilisation, Glyph, Syllabograms, Chichen Itza, Tikal, Pre-classic period, Ahau/Ahaw, Maya Deity, Maya Codices
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> Consider different ways of checking the accuracy of sources, being mindful of fact, fiction and opinion. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Be aware that slight changes in evidence can lead to different conclusions being made. Suggest things that sources might have missed out, why this might be the case and where missing information can be found. Understand that no single source of evidence gives the full answer to questions about the past. <p>See source work guidelines</p>	
	Chronology	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies: sequence up to 10 events on a timeline, articulating how some impact others. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Investigating how divergence of opinion can affect the events of a period. Know key dates, characters and events of time studied. Identify periods of rapid change and contrast with times of relatively little change. Understand the concepts of continuity and change over time, representing them on a timeline. Explore why periods of turbulence appear in historic periods. Describe main changes in terms of whether they are social, religious, political, technological and cultural 	
	Communicating & Presenting	<ul style="list-style-type: none"> Use the following vocabulary: archaic, modern causation, pre- and post- continuity, turbulence, legacy, legitimacy <ul style="list-style-type: none"> Communicate their knowledge through a variety of mediums such as discussion, debates, extended writing pieces, whole-class presentations Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Select and organise information to produce structured work, making appropriate use of dates and terms 	
Significant People/Event s/places	Rosetta Stone, Egyptian gods and goddesses, Tutankhamun, Howard Carter, Hatshepsut	Emmeline Pankhurst, Sir Robert Peel, Lord John Russell, Isambard Kingdom Brunel, Joseph Lister, Alexander Graham Bell, Thomas Edison, Karl Benz, Queen Victoria, Prince Albert	Palal, Day of the Dead



Year 6 Historians should

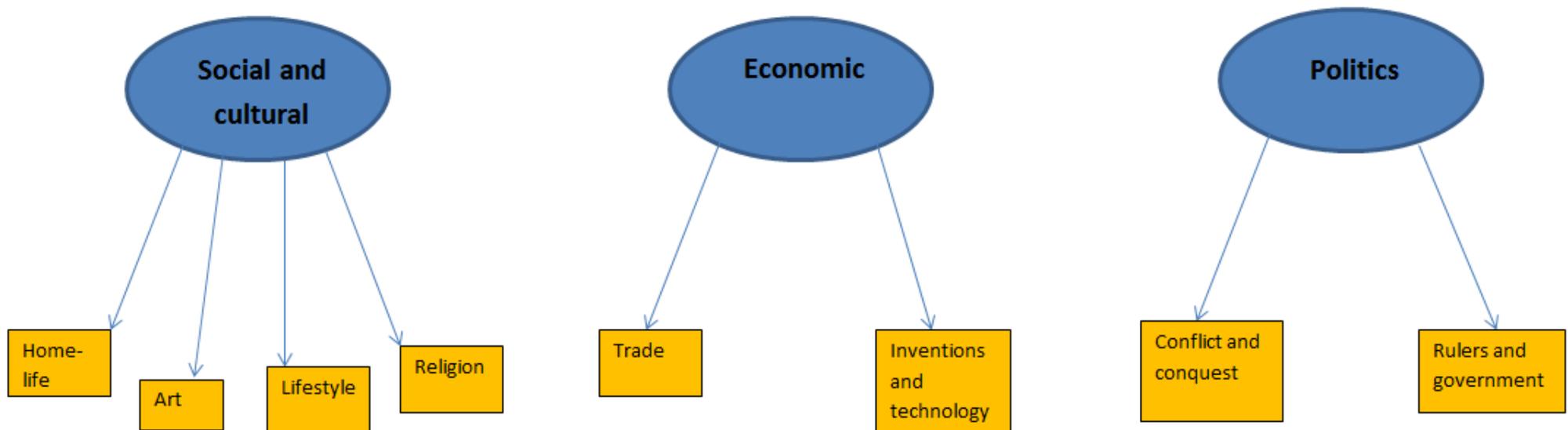
- Research in order to find similarities and differences between two or more periods of history
- Know how to place features of historical events and people from the past societies and periods in a chronological framework
- Know about the main events from a period of history, explaining the order of events and what happened
- Know that many of the early civilizations gave much to the world



Source Work Guidelines

Each year group should include a unit of explicit 'source work' teaching (between 3 – 6 lessons) dependent on year group. These sessions focus on interpreting sources to enable children to develop and demonstrate their capabilities of **'Investigating and interpreting sources of historical information'**. As children progress through school, it is important to try and integrate source work into lessons in addition to their explicit source lessons.

Each year group can choose one section from each of the three 'umbrella topic' to streamline source work, meaning that they will base their source work unit around three main sources.





Whole School History Overview

Reception				
Understanding the World - People and Communities				
All about me How have I changed since I was a baby?	Switch it on! How have toys changed over time?	Where do they live? Where I live now - how has it changed?	Are we there yet? How has transport changed over time?	Festivals and Celebrations When were these stories told?

Key Stage 1				
Year Group	Changes within living memory	Events beyond living memory	Lives of significant individuals	Significant historical events, people and places in own locality
1	Space Paws, Claws and Whiskers 'Africa'	Castles and Towers – castles over time, Battle of Hastings Land Ahoy 'Pirates' – old and new transport	Land Ahoy Captain Cook, Christopher Columbus, Black Beard Space/Land Ahoy – Tim Peake	Enchanted Woodland and Garden Caldecote – Changes over time Muck, Mess and Mixtures Stephen Hawking
2	Street Detectives Wriggle and Crawl	Dinosaurs Bright Lights – Great Fire of London Super Heroes	Rio de Vida - Pedro Álvares Street Detectives – Isaac Newton and Queen Victoria Bright Lights – Samuel Pepys	Street Detectives Caldecote

Key Stage 2									
Year Group	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The achievements of the earliest civilizations – an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
3	Tribal Tales			Traders and Raiders	Towns and Cities Tribal Tales				
4		I am Warrior			Tremors			Gods and Mortal	
5			Anglo Saxons and Scots		Beast Creator	A Child's War: WWII			
6					Darwin's Delights	Revolution: Victorians	Pharaohs – Ancient Egypt		Hola Mexico – Mayan Civilization

History: Progression of Knowledge & Skills

