



# 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.



| <b>Reception</b>                                      |  |   |   |
|---|--|---|---|
| <b>History content</b>                                | <b>Learning about past events</b>  | <b>Changes in their lives</b>   | <b>Physical world and community</b>   |
| <b>Key knowledge/coverage and significant figures</b> | <ul style="list-style-type: none"><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li><li>• Understand that events/celebrations take place at specific points in the year.</li><li>• Explore patterns (seasons, days).</li><li>• Know that some special events and traditions repeat annually.</li></ul> | <ul style="list-style-type: none"><li>• Draw upon personal experiences of change over time.</li><li>• Know that time passes in sequential order.</li><li>• Know that the passage of time changes us all.</li><li>• Talking about past and present events in their own world.</li><li>• Talking about events in school and at home that are of interest.</li></ul> | <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know that people in our community celebrate special days.</li><li>• Recognise that living things do not stay the same over time.</li><li>• Know that organic things decay over time.</li></ul> |
| <b>Key vocabulary</b>                                 | <b>Past, now, first, next, then, after that, in the end, tomorrow, yesterday, today, year, week</b>  | <b>Baby, child, adult, grow, change, before, after, different</b>   | <b>Grow, change, similarities, differences, old, new</b>  |



### **Our youngest Historians should...**

- Sort some images into chronological order, i.e. youngest to oldest.
- Identify some changes between them as a baby and how they are now.
- Identify similarities and differences between things in the past and now, e.g toys, vehicles, houses.
- Listen to and discuss stories that are set in the past.
- Express their ideas and feelings about their experiences using full sentences.
- Learn vocabulary to talk about the past, present and future and use past tense verbs to talk about the past.
- Learn the names of some significant people from the past.

### **In History, our youngest greater depth pupils will...**

- Have secure and deep knowledge of some local, British and world history
- Be able to identify and understand connections, patterns and contrasts across historical periods
- Demonstrate secure chronological understanding of the periods they have studied
- Recognise some causes and consequences
- Ask historically valid questions
- Answer questions using different sources as evidence
- Understand how different sources can give different information



| <b>History Year 1</b>                                       |  |  |   |
|---|--|--|---|
| <b>History period</b>                                       | <b>1605, The Gunpowder Plot</b>  | <b>20<sup>th</sup> and 21<sup>st</sup> Century</b>   | <b>1492, Christopher Columbus</b>   |
| <b>Termly topic</b>   | Autumn 2: Marvellous Materials   | Spring 2: Space  | Summer 2: Explorers   |
| <b>Enquiry question</b>                                     | <i>Why do we celebrate Bonfire night each year?</i>  | <i>How has space travel changed?</i>   | <i>What did Columbus achieve?</i>   |
| <b>Key knowledge/coverage and significant figures</b>       | <ul style="list-style-type: none"> <li>Investigate the significance of the Gunpowder Plot</li> <li>Know who Guy Fawkes was and why he is remembered</li> <li>Know the events of the Gunpowder Plot and the consequences after the plot</li> <li>Discuss why the Gunpowder Plot is remembered by an annual celebration</li> <li>Discuss some differences between life now and in the 1600s</li> <li>Understand these events are beyond living memory</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Understand these events in history have taken place within living memory</li> <li>Learn about some of the first space achievements (e.g. first person in space, moon landing)</li> <li>Discuss the achievements of a significant figures: Neil Armstrong, Yuri Gagarin, Katherine Johnson</li> <li>Ask questions about recent history</li> <li>Sequence events relating to space exploration</li> <li>Use photographic sources and artefacts find out about the past</li> </ul> | <ul style="list-style-type: none"> <li>Discuss the achievements of Christopher Columbus</li> <li>Compare the achievements of Christopher Columbus and Neil Armstrong</li> <li>Recognise why people explored new places</li> <li>Sequence events related to Christopher Columbus' journey</li> <li>Understand these events are beyond living memory</li> </ul> |
| <b>Thematic focus and links to other periods of history</b> | Conflict   | Change   | Culture   |
| <b>Key vocabulary</b>                                       | <b>Parliament, conflict, plot, King James, treason, date, year</b>   | <b>NASA, Apollo 11, technology, century, decade, memory</b>  | <b>Explorer, timeline, long ago, similar, date, year</b>  |



### A Year 1 Historian Should...

- Distinguish between fact and fiction
- Discuss what memory is and how reliable it is
- Sequence events, including events in their own lives
- Recognise the difference between past and present
- Begin to use sources to learn more about the past
- Use common words or phrases relating to the passing of time: **then, now, past, present, older, newer**

### In History, our Year 1 greater depth pupils will...

- have secure and deep knowledge of some local, British and world history
- be able to identify and understand connections, patterns and contrasts across historical periods
- demonstrate secure chronological understanding of the periods they have studied
- recognise some causes and consequences
- ask historically valid questions
- answer questions using different sources as evidence
- understand how different sources can give different information



| Year 2 History                                       |   |   |  |
|--|---|---|--|
| History period                                       | Great Fire of London (1666)   | 20 <sup>th</sup> -21 <sup>st</sup> Century  | Local Study  |
| Termly topic   | Autumn 1: Great Fire of London  | Spring 1: Skittles, Skooters and Scalextrics  | Summer 1: Discover Cambridge   |
| Enquiry question                                     | <i>What was the impact of the Great Fire of London?</i>   | <i>How have toys changed in living memory?</i>  | <i>What makes my local area important?</i>   |
| Key knowledge/coverage and significant figures       | <ul style="list-style-type: none"> <li>Know where and when the Great Fire of London happened</li> <li>Samuel Pepys, King Charles II</li> <li>Use primary sources to ask and answer questions about the past</li> <li>Understand the significance and consequence of the fire</li> <li>Sequence events in chronological order</li> </ul> | <ul style="list-style-type: none"> <li>Know these changes are within living memory</li> <li>Investigate how toys and games have changed in the past 100 years</li> <li>Ask questions to an older person to find out about the past</li> <li>Identify similarities and differences between toys now and in the past</li> <li>Know why toys might look different now to when they were made</li> <li>Sequence toys in order of age</li> </ul> | <ul style="list-style-type: none"> <li>Identify ways in which the local area has changed over time</li> <li>Explore historically significant places: (for example, The Old Rectory Caldecote (15<sup>th</sup> Century), Cambridge University (founded 1209)</li> <li>Research the achievements of a locally significant person (for example Stephen Hawking, Thomas Clarkson)</li> <li>Learn about influential women from Cambridge: Eglantyne Jebb (founder of Save the Children) or Ellice Hopkins (campaigner for improvements to Cambridge slums)</li> <li>Ask historical questions about local history</li> </ul> |
| Thematic focus and links to other periods of history | Culture<br><i>Link to Year 1 knowledge of 1600s and Gunpowder Plot</i>  | Change<br><i>Link to change in Year 1 topic</i>   | Change   |
| Key vocabulary                                       | <b>Monarchy, artefact, primary source, evidence, eye witness, significance</b>  | <b>Decades, different, similar, fade, new/newer/newest, old/older/oldest</b>  | <b>Past, present, change, different, similar, settlement, significant</b>  |



### **A Year 2 Historian should**

- Use a range of sources to find out about the past (artefacts, newspapers, photos, art, diaries etc.)
- Discuss how reliable accounts or stories can be and why they may differ
- Begin to recognise why events happened, why people did certain things and what happened as a result
- Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making and extended writing pieces
- Begin to use dates accurately when discussing historic events or periods

### **In History, our Year 2 greater depth pupils will...**

- have secure and deep knowledge of some local, British and world history
- be able to identify and understand connections, patterns and contrasts across historical periods
- demonstrate secure chronological understanding of the periods they have studied
- recognise some causes and consequences
- ask historically valid questions
- answer questions using different sources as evidence
- understand how different sources can give different information



| <b>History Year 3</b>                                       |  |  |   |
|---|--|--|---|
| <b>History period</b>                                       | <b>Stone, Age, Bronze Age and Iron Age</b>   | <b>The Vikings in England</b>  | <b>Elizabethan Britain 1558-1603</b>  |
| <b>Termly topic</b>   | Autumn 1: Prehistoric People   | Spring 1: Vikings  | Summer 1: Mighty Monarchs   |
| <b>Enquiry question</b>                                     | How did life change from the Stone to the Iron Age?  | What were the Viking invasions all about?  | How powerful is a monarch?  |
| <b>Key knowledge/coverage and significant figures</b>       | <ul style="list-style-type: none"> <li>Know about weapons from the Stone, Bronze and Iron Age</li> <li>Describe daily life in the Stone Age</li> <li>Know how Stone Age people hunted for their food and what they ate</li> <li>Make some comparisons across the 3 prehistoric time periods</li> <li>Know how historic items and artefacts have been used to help build up a picture of life in the past</li> <li>Place the Stone, Bronze and Iron Age in chronological order</li> </ul> | <ul style="list-style-type: none"> <li>Know who governed Britain before and after the Viking period</li> <li>Know that the Anglo-Saxons and Vikings were often in conflict</li> <li>Know why the Vikings often overpowered the Anglo-Saxons</li> <li>Identify where the Vikings came from and where they invaded our country</li> <li>Know that many Vikings came to our country as peaceful farmers</li> <li>Know about Viking weapons/tools and transport</li> <li>Alfred the Great</li> </ul> | <ul style="list-style-type: none"> <li>Know when and why Elizabeth I became Queen of England</li> <li>Know Elizabeth I never married and discuss reasons for this</li> <li>Know key facts about Elizabeth I's life and place these in chronological order</li> <li>Discuss the influence Elizabeth I had on religion/politics</li> <li>Compare the monarchy and influence of Elizabeth I to Elizabeth II</li> <li>England's victory over the Spanish armada and Elizabeth's speech to the troops at Tilsbury</li> </ul> |
| <b>Thematic focus and links to other periods of history</b> | Change<br><i>Link to Year 1 and 2 knowledge of change over time</i>  | Conflict<br><i>Link to Year 1 knowledge of conflict</i>  | Culture<br><i>Link to Year 2 knowledge of monarchy</i>  |
| <b>Key vocabulary</b>                                       | <b>Palaeolithic, Mesolithic, Neolithic, Pre-history, BC/BCE and AD, excavate, archaeology, artefact, flint, evidence, chronology</b>   | <b>Conquest, raids, change, cause, consequence, longboat, pillage, invaders, settlers</b>  | <b>Monarch, reign, protestant, catholic, armada, source</b>   |



### A Year 3 Historian Should...

- Use a diverse range of sources to find out about the past
- Look at differing accounts of a historical event and suggest reasons why sources may differ
- Place historical periods on a timeline and note important events
- Make comparisons between the historical periods studied and our time
- Discuss reasons for and results of people's actions
- Communicate their knowledge through a variety of mediums, such as discussion, pictures, drama, extended written pieces and presentations.

### In History, our Year 3 greater depth pupils will...

- have secure and deep knowledge of local, British and world history
- be able to identify and understand connections, patterns and contrasts across historical periods
- demonstrate secure chronological understanding
- recognise causes and consequences
- understand how different events are interconnected
- ask historically valid questions
- answer questions using different sources as evidence
- be able to analyse sources and evaluate reliability by drawing upon their wider history knowledge



| <b>History Year 4</b>                                       |   |   |  |
|---|---|---|--|
| <b>History period</b>                                       | <b>Local History</b>  | <b>The Romans</b>   | <b>Ancient Greece</b>  |
| <b>Termly topic</b>   | Autumn 2: Mixtures and Potions  | Spring 2: Romans  | Summer 2: Ancient Greece   |
| <b>Enquiry question</b>                                     | <i>How has life changed for children in Caldecote?</i>  | <i>What was the impact of the Romans?</i>   | <i>What did the Greeks achieve?</i>  |
| <b>Key knowledge/coverage and significant figures</b>       | <ul style="list-style-type: none"> <li>Research what it was like for pupils in a given period of history</li> <li>Compare the locality today and in the given period of history</li> <li>Research to find answers to specific historical questions about the local area</li> <li>Use a range of sources to investigate the past (e.g. census records, local photos, maps)</li> </ul> Identify differences between childhood today and in the past | <ul style="list-style-type: none"> <li>Know about at least three things that the Romans did for our country</li> <li>Know why the Romans needed to build forts in this country and the Celtic response to the Romans, including Boudicca</li> <li>Know that Rome was a very important place and many decisions were made there</li> <li>Recognise that Roman Britain was part of a huge empire</li> <li>Place the Roman, Anglo-Saxon and Viking periods in chronological order</li> <li>Suggest why the Romans are considered to be significant in world history</li> </ul> | <ul style="list-style-type: none"> <li>Know about some of the things that the Greeks gave the world</li> <li>Know that the Greeks were responsible for the birth of the Olympics</li> <li>Know that the Greek Gods were an important part of Greek culture</li> <li>Describe the impact Ancient Greece has had on the world today</li> <li>Know about the importance of democracy and philosophy to Ancient Greek civilisation</li> <li>Know about the lives of some famous people from Ancient Greece (e.g. Hippocrates, Pythagoras, Socrates, Agnodice of Athens (secret female midwife))</li> </ul> |
| <b>Thematic focus and links to other periods of history</b> | Change<br><i>Link to Year 2 local study</i>   | Conflict<br><i>Link to Vikings in Year 3</i>  | Culture<br><i>Link to culture in Year 2</i><br><i>Link to Bronze Age knowledge in Year 3</i>   |
| <b>Key vocabulary</b>                                       | <b>Secondary sources, recent, locality, change</b>  | <b>Celtic, warrior, conquer, defeat, empire, gladiator, forts, defend, BC/BCE and AD</b>  | <b>God, myth, democracy, philosophy, philosopher, Athens</b>   |



### A Year 4 Historian Should...

- Make comparisons between Rome and Greece as Ancient Civilisations.
- Use evidence presented to build up a picture of the past and express opinions based on the evidence.
- 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.
- Communicate their knowledge through a variety of mediums such as discussion, extended writing pieces and whole-class presentations.

### In History, our Year 4 greater depth pupils will...

- have secure and deep knowledge of local, British and world history
- be able to identify and understand connections, patterns and contrasts across historical periods
- demonstrate secure chronological understanding
- recognise causes and consequences
- understand how different events are interconnected
- ask historically valid questions
- answer questions using different sources as evidence
- be able to analyse sources and evaluate reliability by drawing upon their wider history knowledge



| History Year 5  |   |   |   |
|---|---|---|---|
| <b>History period</b>                                       | <b>British History: World War II</b>  | <b>Britain's Settlement by the Anglo-Saxons and Scots</b>   | <b>The Industrial Revolution, 18<sup>th</sup>-19<sup>th</sup> Century</b>   |
| <b>Termly topic</b>   | Autumn 1: World War II  | Spring 1: Scots and Anglo-Saxons  | Summer 1: It's a Revolution   |
| <b>Enquiry question</b>                                     | <i>How did WWII affect life today?</i>  | <i>What was life like in Anglo-Saxon England?</i>   | <i>What was the impact of industrialisation?</i>  |
| <b>Key knowledge/coverage and significant figures</b>       | <ul style="list-style-type: none"> <li>Describe some of the main ways WWII was fought</li> <li>Research some of the main events during WWII</li> <li>Know which countries were involved in WWII</li> <li>Identify some of the main causes of WWII</li> <li>Suggest how WWII may have impacted our lives today (such as the roles of women)</li> <li>Investigate the impact of WWII on individuals (such as Anne Frank)</li> </ul> | <ul style="list-style-type: none"> <li>Find out about the link between the Anglo-Saxons and Christianity and how this affected society in Britain</li> <li>Describe daily life in Anglo-Saxon England</li> <li>Research the Anglo-Saxons' impact (e.g. words we use today, place names, art)</li> <li>Place the Roman, Viking and Anglo-Saxon occupation of Britain in chronological order</li> <li>King Raedwald or King Offa</li> <li>Describe the effects of the Norman Conquest and Battle of Hastings</li> </ul> | <ul style="list-style-type: none"> <li>Identify some of the changes in technology during the Industrial Revolution (e.g. new machines, factories, use of coal and oil, canals and bridges)</li> <li>Investigate how railways have changed and the impact of the locomotive/steam engine</li> <li>Know how ordinary people were affected by industrialisation, e.g. factory workers, women as an increasing workforce</li> <li>Discuss the positive and negative impacts of the Industrial Revolution</li> <li>Compare Britain before and after industrialisation</li> </ul> |
| <b>Thematic focus and links to other periods of history</b> | Conflict<br><i>Link to previous examples of conflict in KS2</i>   | Culture and religion<br><i>Link to Year 3 knowledge of Vikings</i><br><i>Link to Year 4 knowledge of Romans</i>   | Change<br><i>Link to Year 4 technology of the Romans</i>  |
| <b>Key vocabulary</b>                                       | <b>Blitz, blackout, air raid, Anderson/Morrison/ air raid shelters, Jewish, evacuee, concentration camp, holocaust, rationing, political</b>  | <b>Conqueror, succession, invaders, raiders, paganism, conversion, monastery, religious, cultural</b>   | <b>Technological, industrialisation, factory, machinery, Victorians, revolution, trade</b>  |



### **A Year 5 Historian Should...**

- Know how an event or events from the past have shaped our lives today.
- Sequence key significant figures or events studied in chronological order on a timeline.
- Describe events from the past identifying the dates when these occurred.
- Compare fiction and non-fiction sources and discuss how these differ.
- Begin to identify primary and secondary sources.
- Begin to identify what constitutes an economic, cultural, social, religious, technological and political change.
- Make comparisons between different historical periods.
- Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces, whole-class presentations and debates.
- Examine and suggest causes and results of events.

### **In History, our Year 5 greater depth pupils will...**

- have secure and deep knowledge of local, British and world history
- be able to identify and understand connections, patterns and contrasts across historical periods
- demonstrate secure chronological understanding
- recognise causes and consequences
- understand how different events are interconnected
- ask historically valid questions
- answer questions using different sources as evidence
- be able to analyse sources and evaluate reliability by drawing upon their wider history knowledge



| <b>History Year 6</b>                                       |  |  |  |
|---|--|--|--|
| <b>History period</b>                                       | <b>Non-European society contrast with UK: early Ancient Mayan civilisation</b>   | <b>Crime and Punishment in British History</b>   | <b>The Shang Dynasty</b>   |
| <b>Termly topic</b>   | Autumn 2: Mexico   | Spring 2: Gallows and Handcuffs  | Summer 2: Shang Dynasty  |
| <b>Enquiry question</b>                                     | How was Maya society different to life in Britain?   | How has crime and punishment changed over time?  | Why was the Shang army important?  |
| <b>Key knowledge/coverage and significant figures</b>       | <ul style="list-style-type: none"> <li>Find out how religious beliefs affected the civilisation</li> <li>Describe how the Mayan civilisation grew to be very strong</li> <li>Describe what daily life was like in Ancient Maya</li> <li>Suggest reasons for the collapse of the Mayan civilisation</li> <li>Contrast Mayan civilisation with previously studied British history</li> </ul> | <ul style="list-style-type: none"> <li>How crime and punishment has changed in Britain throughout history</li> <li>Examples of crime and punishment from Anglo-Saxons, Tudors and Victorians</li> <li>Discuss how crime and punishment reflects wider beliefs in society</li> <li>Describe Elizabeth Fry's work as a prison reformer in Victorian England</li> </ul> | <ul style="list-style-type: none"> <li>Know when and where the Shang Dynasty took place</li> <li>Describe how the Shang Army fought and the weapons they used</li> <li>Compare similarities and differences with British history over the same time periods</li> <li>Describe the influence of Fu Hao</li> <li>Investigate how historians learnt about the Shang Dynasty</li> <li>Discuss the significance of the Shang Dynasty</li> </ul> |
| <b>Thematic focus and links to other periods of history</b> | Culture and religion<br><i>Link to Year 3 and 4 knowledge of ancient civilisations</i>   | Change<br><i>Link to Year 5 knowledge of Anglo-Saxons</i>  | Conflict<br><i>Link to Year 3 knowledge of Bronze Age</i><br><i>Link to Year 5 knowledge of conflict</i>   |
| <b>Key vocabulary</b>                                       | <b>Civilisation, glyph, Chichen Itza, Tikal, ahau/ahaw, deity, Maya codex/codices, artefact, conquest, conquistador, primary and secondary sources</b>   | <b>Capital punishment, execution, treason, trial, exile, workhouse, change, continuity</b>   | <b>Dynasty, military, emperor, oracle bones, political</b>   |



### **A Year 6 Historian Should...**

- Know how to place features of historical events and people from the past in chronological order.
- Research to find similarities and differences between two periods of history.
- Explain how some events in history impact others.
- Consider how to check the accuracy of sources and suggest reasons why sources may differ.
- Know key dates, significant figures and events of time periods studied.
- Explore the concepts of continuity and change over time.
- Consider main changes in terms of whether they are social, religious, political, technological or cultural.
- Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces, whole-class presentations and debates.

### **In History, our Year 6 greater depth pupils will...**

- have secure and deep knowledge of local, British and world history
- be able to identify and understand connections, patterns and contrasts across historical periods
- demonstrate secure chronological understanding
- recognise causes and consequences
- understand how different events are interconnected
- ask historically valid questions
- answer questions using different sources as evidence
- be able to analyse sources and evaluate reliability by drawing upon their wider history knowledge