



St Michaels First School History Whole School Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|---|--|--|--|--|
| | Autumn/ Animals/ colours/ Nursery Rhymes | Festivals/ Families/ Nursery Rhymes | Winter/ Chinese New Year | Spring/ growing things/Easter/ Farm animals | Traditional Stories/ Nursery Rhyme | Seaside & Holidays |
| Nursery | <ul style="list-style-type: none"> All about me. Sharing family information Learning birthdays Discussing and sharing previous settings prior to school. | <ul style="list-style-type: none"> Stories of Bonfire night, Diwali, Hanukkah and Christmas. | <ul style="list-style-type: none"> Retelling holiday experiences Story of Chinese New Year and handling Chinese artefacts. | <ul style="list-style-type: none"> Life-cycles of minibeasts and farm animals. The story of Easter. Sharing photos about how we have grown. | <ul style="list-style-type: none"> Traditional stories The story of Noah's ark Learning more about our church | <ul style="list-style-type: none"> Sharing previous family holiday experiences. Bringing in postcards and parents asked to e-mail holiday photos. Talking about our year in nursery. Looking at their favourite activities, friendships and looking at their learning journeys. |
| | Marvellous me and my family tree | Celebrations | People who help us | Nocturnal animals | Growing and hatching | Shiver me timbers! |
| Reception | <ul style="list-style-type: none"> Families Past vs Present – childhood Harvest Festival | <ul style="list-style-type: none"> Stories from the past (Bible stories) Christmas Nativity Diwali – clay Diwas Recount of Santa trip | <ul style="list-style-type: none"> Recount of Woseley Bridge Sharing of past worship & ceremonies e.g. weddings and Christenings. Chinese New Year – lanterns and dragons | <ul style="list-style-type: none"> Easter stories Exploring what hibernation is. Observing the difference between night and day. (nocturnal or diurnal) | <ul style="list-style-type: none"> Hungry Caterpillar story board (setting, characters, first, next, then). Eid al Fitr Recount of Wolesley Centre Recount of chicks | <ul style="list-style-type: none"> Where children have been on holiday in living memory. |
| | Fun on the Farm | Let's Celebrate! Christmas, Diwali, Hanukah | Polar places | Once upon a time... Knights, Castles and Dragons | Where in the World... Safari Explorer's | Fun at the Seaside... |
| Year1 | | <ul style="list-style-type: none"> Bonfire night Remembrance Day | <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements – polar explorers (e.g. Robert Falcon Scott – twinkl) | <ul style="list-style-type: none"> Significant historical places in locality – Stafford castle The lives of significant individuals – Queen Elizabeth 1 and Royal family | | <ul style="list-style-type: none"> The Victorians – at the Seaside, at home, at school. A comparison between now and then. Victorian School Day |
| | The Great Fire of London | Blast from the Past | Fabulous Fairy tales | Crazy Crayons | Awesome Authors | Animal Antics |
| Year 2 | <ul style="list-style-type: none"> Researching the Great Fire of London The great fire of London timeline | <ul style="list-style-type: none"> Lives of significant people from the past- Florence Nightingale, Mary Seacole, Guy Fawkes Timelines and Non-chronological repors | | | <ul style="list-style-type: none"> Significant people and events in their own locality, Josiah Wedgwood (Pottery), Stoney Smith (Hovis), Edward Smith (Titanic) | <ul style="list-style-type: none"> Rousseau – Artist History |
| | Prehistoric Britain (The Stone Age) | European Adventure | Prehistoric Britain (The Bronze and Iron Age) | The Romans in Britain | Maps | Rivers Go With The Flow |
| Year 3 | <ul style="list-style-type: none"> Stone Age Chronology and establishing timelines Address and sometimes devise | | <ul style="list-style-type: none"> Bronze Age to the Iron Age Chronology and establishing timelines Address and sometimes devise historically | <ul style="list-style-type: none"> Romans Introduction to the Romans and the Roman invasion Roman Army | | |

| | | | | | | |
|--------|---|---|--|--|--|--|
| | historically valid questions about change, cause, similarity and difference, and significance. <ul style="list-style-type: none"> Focus – Technology, Tools and Inventions | | valid questions about change, cause, similarity and difference, and significance. <ul style="list-style-type: none"> Focus – Technology, Tools and Inventions | <ul style="list-style-type: none"> Roman Building and Engineering | | |
| | Anglo-Saxons & Vikings | | | | | The Inca Empire |
| Year 4 | <ul style="list-style-type: none"> Viking fictional stories Anglo Saxons and Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | <ul style="list-style-type: none"> Local study River/canal Trains Road Transport Dating from a period beyond 1066, significant to the locality. Stories with historical settings (2wks) | <ul style="list-style-type: none"> Stories with historical settings (2wks) | | | <ul style="list-style-type: none"> The Inca Empire How the Inca's built their empire. Inventions of the Inca's. Buildings and settlements Comparing royals and commoners Schools, food and religions What happened to the Inca Empire What is left of the Inca's today |

History Concepts

- Chronological Understanding (CU)
- Substantive Knowledge (SK)
- Cause and Consequence (CC) – *Where one event is the result of another.*
- Continuity and Change (CCh) – *Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world.*
- Similarity and Difference (SD)- *Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity*
- Significance (S) – *caused an important change*
- Evidential Enquiry (EE)
- Interpretations (I) – *Understand how historians, and others, form opinions about events, people ad situations in order to assess validity.*
- Making Connections & Drawing Contrasts, analysing Trends , frame Historically Valid Questions
- Create structured accounts including written Narratives and Analyses.

Purpose of Study (National Curriculum)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand 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 and the challenges of their time.

Aims (National Curriculum)

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

| | Key Stage 1 | Key Stage 2 |
|----------------|--|---|
| Skills | <p>Pupils should develop:</p> <ul style="list-style-type: none"> • an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> | <p>Pupils should continue to develop</p> <ul style="list-style-type: none"> • a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> |
| Content | <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. • The Roman Empire and its impact on Britain. Examples (non-statutory). This could include: Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality | <p>conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples (non-statutory) This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066. A local history study. Examples (non-statutory) a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, 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. |
|--|--|---|

Assessment & Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At St Michael's we endeavour to assess History at the end of each topic.

History in the Early Years

| Three and Four-Year-Olds | Reception | ELG | |
|---|--|--|------------------|
| Understanding the World | Understanding the World | Understanding the World | Past and Present |
| <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. | <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | |
| Vocabulary | Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long, ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, remember, Who?, What?, When? | | |

Progression Map

| | Knowledge (SK) | Chronology (CU) | Vocabulary | Topic Themes and Key Concepts (CC, CCH, SD, S, EE and I) | Possible Enquiry Questions (The question will lead to an authentic outcome.) |
|---|--|--|---|---|---|
| <p>Year 1 Let's Celebrate!</p> | <ul style="list-style-type: none"> Bonfire night Remembrance Day Diwali Hanukah Christmas | <p>5th November 1605 AD 10th November 1919 AD 527 BC 200 BC 336 AD</p> | <p>celebrate, history, past,</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change Making Connections & Drawing Contrasts, analysing Trends, frame Historically Valid Questions | <p>Is it important to remember these events?</p> |
| <p>Year 1 Polar places</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements – polar explorers (e.g. Robert Falcon Scott)</p> | <p>982 AD – present day</p> | <p>Achievement, Antarctica, Artic, commemoration, expedition, exploration, explore, explorer, famous, historic, important, long ago, memorial, North Pole, polar, recent, remember, significant, voyage</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Significance (S) – caused an important change | <p>Why do people travel? Why do people explore? Should people explore?</p> |
| <p>Year 1 Once upon a time... Knights, Castles and Dragons</p> | <p>Significant historical places in locality – Stafford castle</p> <p>The lives of significant individuals – Queen Elizabeth II/I and Royal family Francis Drake</p> | <p>1100 AD</p> <p>1926 AD – Present 1533 – 1603 AD</p> <p>1540 – 1596 AD</p> | <p>crown, Elizabeth, jubilee, king, London, palace, parliament, castle, monarch, medieval, prince, princess, queen, reign, royal, rule, succession, throne.</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change | <p>What was life like in a medieval castle? Why do we remember these famous people?</p> |
| <p>Year 1 Fun at the Seaside...</p> | <p>The Victorians – at the Seaside, at home, at school.</p> | <p>1837-1901 AD</p> | <p>Bathing machines, Beater, bed pan, blackboard, butler , carpet, chamber pot, chimney sweep, dolly, flat iron, maid, mangle, modern, Penny Farthing, posser, Queen Victoria, slate, Victorians, washing, workhouse.</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity | <p>How did the Victorians holiday?</p> |

| | | | | | |
|---|--|--|--|--|---|
| <p>Year 2 The Great Fire of London</p> | <p>Researching the Great Fire of London timeline</p> | <p>1666</p> | <p>anachronism chronological order era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change | <p>How do we know what happened? Why did this Great Fire burn down so many more houses than other fires? How have the houses changed?</p> |
| <p>Year 2 Blast from the Past</p> | <p>Lives of significant people from the past Guy Fawkes Florence Nightingale Mary Seacole</p> | <p>1820 - 1910 AD 1805 – 1881 AD</p> | <p>encounter impact significant brave pioneer memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change Interpretations (I) – Understand how historians, and others, form opinions about events, people ad situations in order to assess validity. Create structured accounts including written Narratives and Analyses. | <p>What impact did Florence Nightingale have on nursing today? Why is Mary Seacole significant? What hardships did Mary Seacole face?</p> |
| <p>Year 2 Animal Antics</p> | <p>Henri Rousseau Significant people and events in their own locality Edward Smith – Titanic Richard 'Stoney' Smith - Hovis Josiah Wedgewood – pottery</p> | <p>1844 – 1910 AD 1850 – 1912 AD 1836 – 1900 AD 1730 – 1795 AD</p> | <p>bottle kiln, bread, captain, clay, coal, French, Hovis, iceberg, mill, painter, post-impressionist, potter, pottery, ship, sank, sink, Titanic, water,</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change | <p>Could Edward Smith done anything differently? Why is Richard 'Stoney' Smith significant? How did Josiah Wedgewood change pottery?</p> |
| <p>Year 3 Prehistoric Britain (Palaeolithic Period – Stone Age)</p> | <ul style="list-style-type: none"> Stone Age to the Iron Age Chronology and establishing timelines Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Focus – Technology, Tools and Inventions | <p>The Palaeolithic Period or Old Stone Age (30,000 BC - 10,000 BC) The Mesolithic Period or Middle Stone Age (10,000 BC - 8,000 BC) The Neolithic Period or New Stone Age (8,000 BC - 3,000 BC)</p> | <p>ancestors, antler, Borer, cave paintings, domesticate, flint, hammerstone, handaxe, Homosapiens, hunter-gatherer, jewellery, mammoth, Mesolithic, Neanderthal, Neolithic, Nomad, Palaeolithic,</p> | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. | <p>What was life like in the Stone Age?</p> |

| | | | | | |
|--------------------------|---|--|---|--|---|
| | | | Pelt, Prehistory, Quern, Skara Brae, spears, Stonehenge, Stone Age, throwing stones, tools, tribe, tribal, weapons. | <ul style="list-style-type: none"> Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change Evidential Enquiry (EE) Interpretations (I) – Understand how historians, and others, form opinions about events, people ad situations in order to assess validity. Making Connections & Drawing Contrasts, analysing Trends , frame Historically Valid Questions Create structured accounts including written Narratives and Analyses. | |
| The Bronze and Iron Ages | <ul style="list-style-type: none"> Bronze Age to the Iron Age Chronology and establishing timelines Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Focus – Technology, Tools and Inventions | Bronze Age (3300 BC to 1200 BC) Iron Age (1,200 BC to 600 BC) | Ancestors , Beaker, Britons, Bronze, Bronze Age, Celt, Conquest, Druid, farmers, gods, Hillfort, Iron Age, jewellery, king, pottery, queen, roundhouse, settlement, shield, smelting, Stonehenge, sword, torc, tribe, tribal, village, war, warrior, . | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change Evidential Enquiry (EE) Interpretations (I) – Understand how historians, and others, form opinions about events, people ad situations in order to assess validity. Making Connections & Drawing Contrasts, analysing Trends , frame Historically Valid Questions Create structured accounts including written Narratives and Analyses. | What inventions happened during the Bronze Age? How were tools different in the Iron Age? |
| The Romans in Britain | Romans <ul style="list-style-type: none"> Introduction to the Romans and the Roman invasion Roman Army Roman Building and Engineering | 55 BC to 410 AD | Achievement, Ager, Amphitheatre, Aqueduct, Aquila, Arch, Barbarian, Boudica Centurion, Chariot, Circus Maximus, Coliseum, Emperor, Empire, Fall, Gladiator, Hadrian’s Wall , Hypocaust, Invasion , Julius Caesar, Legionary, Londinium, Mosaic, Pantheon, Republic, Rise, Rome, Senate, Testudo, Toga, Tunic. | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change Evidential Enquiry (EE) | What impact did the Romans have on Britain? What would an invasion feel like? |

| | | | | | |
|--|---|--|---|--|---|
| | | | | <ul style="list-style-type: none"> • Interpretations (I) – Understand how historians, and others, form opinions about events, people ad situations in order to assess validity. • Making Connections & Drawing Contrasts, analysing Trends , frame Historically Valid Questions • Create structured accounts including written Narratives and Analyses. | |
| <p>Year 4 Anglo-Saxons & Vikings</p> | <ul style="list-style-type: none"> • Viking fictional stories • Anglo Saxons and Vikings • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | <p>410 AD – 1066 AD 793 AD – 1066 AD (Vikings)</p> | <p>Aethelred the Unready, Alfred the Great, Angles, Asgard, Athelstan, Augustine, Berserker, Chainmail, Chieftain, Christianity, Conquest, Danegeld, Danelaw, Farmer-warrior, Feast, Figurehead, Gaelic , Hengest and Horsa, Illumination, Invasion, Jarl, Jutes, Karl, Lindisfarne, Longboat, Longhouse, Manuscript, Mead, Monk, Pagan, Raid, Raiding, Rune, Runes, Saxons, Settlement, Sutton Hoo, Thatch, Thing, Trade, Valhalla, Wattle-and-daub, Weregeld, Yggdrasil.</p> | <ul style="list-style-type: none"> • Chronological Understanding (CU) • Substantive Knowledge (SK) • Cause and Consequence (CC) – Where one event is the result of another. • Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. • Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity • Significance (S) – caused an important change • Evidential Enquiry (EE) • Interpretations (I) – Understand how historians, and others, form opinions about events, people ad situations in order to assess validity. • Making Connections & Drawing Contrasts, analysing Trends , frame Historically Valid Questions • Create structured accounts including written Narratives and Analyses. | <p>Were the Vikings good or bad people? Why did the Vikings want to come to Great Britain? Where were the Vikings from? What impact did the Viking have on Great Britain?</p> |
| <p>The History of Stone</p> | <ul style="list-style-type: none"> • Local study • River/canal • Trains • Road Transport • Dating from a period beyond 1066, significant to the locality. • Stories with historical settings (2wks) | <p>659 AD to Present Day</p> | <p>absolution, agriculture, Bury Bank, brewing, Awl, Canal, Chevron, Christianity, Clerk, Coach, coalfields, Coat of Arms, converted, Crown Hotel, Crest, defiance, defied, Ermenilda, faith, flee, Henry Fourdrinier, hillfort, industries, industry, James Brindley, John Jervis, John Sparrow, Josiah Wedgwood, King of Mercia, legend, Lozenges, market town, noblemen, origin, pagan, Penda, Princes, priory, Ruffin, Saint, Saxon, St. Chad, Stafford Knot Stanes, Stone, Surveyor-</p> | <ul style="list-style-type: none"> • Chronological Understanding (CU) • Substantive Knowledge (SK) • Cause and Consequence (CC) – Where one event is the result of another. • Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. • Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity • Significance (S) – caused an important change • Evidential Enquiry (EE) • Interpretations (I) – Understand how historians, and others, form opinions about events, people ad situations in order to assess validity. • Making Connections & Drawing Contrasts, analysing Trends , frame Historically Valid Questions • Create structured accounts including written Narratives and Analyses. | <p>What is the legend of how Stone came into existence? How has Stone changed/developed over time? Can you name anyone famous from the past that came from Stone?</p> |

| | | | | | |
|-----------------|--|-------------------|--|--|--|
| | | | General, Thomas Bakewell, Earl St Vincent, Peter de Wint, , Richard (Stoney) Smith, shoemaker's, shoe industry Treasurer, Trent and Mersey Canal Company, tun, Werebode, Wheatsheaf, white hart, Wulfad. Wulfhere, Wulfherecester, | | |
| The Inca Empire | <ul style="list-style-type: none"> The Inca Empire How the Inca's built their empire. Inventions of the Inca's. Buildings and settlements Comparing royals and commoners Schools, food and religions What happened to the Inca Empire What is left of the Inca's today | 1400 AD – 1533 AD | archaeology, archaeologist, Cuzco, empire, goddesses, gods, Incas, Inti the sun god, Machu Picchu, peasants, Peru, Quechua, quinoa, quipus, royals, Sapa Inca, South America, terrace farming, tribe, | <ul style="list-style-type: none"> Chronological Understanding (CU) Substantive Knowledge (SK) Cause and Consequence (CC) – Where one event is the result of another. Continuity and Change (CCh) – Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. Similarity and Difference (SD)- Make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity Significance (S) – caused an important change Evidential Enquiry (EE) Interpretations (I) – Understand how historians, and others, form opinions about events, people ad situations in order to assess validity. Making Connections & Drawing Contrasts, analysing Trends , frame Historically Valid Questions Create structured accounts including written Narratives and Analyses. | How did the Incas build an empire? What was life like in the Inca empire? What inventions were the Inca's responsible for? |

Progression of Skills and Knowledge Nursery, EYs and Key Stage 1

| | Nursery | Early Years | Year 1 | Year 2 |
|--------------------|---------|-------------|---|---|
| Historical Aspects | | | Bonfire Night Remembrance Day Robert Falcon Scott (Significant Individual) Queen Elizabeth I Victorians (Queen Victoria) Stafford Castle (local history) | Great Fire of London Samuel Pepys Florence Nightingale/ Mary Seacole/ Guy Fawkes Josiah Wedgewood (local historical figure) |

| | | | | |
|------------------------------------|--|---|--|---|
| <p>Chronological understanding</p> | <p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To show interest in different occupations and ways of life.</p> <p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p> | <p>To recognise and describe special times or events for family or friends.</p> <p>Talk about the lives of the 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>Children will be aware of the past and use common words and phrases that relate to time: before, after, since; some may begin to have an awareness of the concepts of past and present;</p> <p>People and events can be fit into a chronological framework whether through a timeline or sequencing events/ images etc;</p> <p>Similarities and differences between periods are recognised and can be described</p> | <p>Place events and artefacts in order on a timeline</p> <p>Label timelines with appropriate words and phrases (see key vocab)</p> <p>Use dates where appropriate and recognise where they feature with other aspects/ people studied on a timeline.</p> |
| <p>Historical Enquiry</p> | | | <p>Understand some ways we find out about the past: sources, objects, diaries, letters</p> <p>Sort artefacts “then” and “now” and explain their reasons</p> <p>Use as wide a range of sources as possible to ask and answer questions related to different sources</p> <p>Ask questions based on first hand experiences (Stafford Castle)</p> | <p>Ask and answer questions using a range of sources</p> <p>Understand some ways we find out about the past: sources, objects, diaries, letters;</p> <p>Choose and use parts of stories and other sources to show understanding of concepts e.g. Samuel Peeps diary.</p> <p>Use local information to develop awareness of key figures</p> |

| | | | | |
|------------------------------|--|---|---|---|
| Knowledge and Interpretation | | | <p>Identify different ways in which the past is represented</p> <p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>Use evidence to explain their thoughts and ideas</p> | <p>Understand events beyond living memory that are significant nationally or globally.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Recognise how Josiah Wedgewood a significant historical person has impacted on and changed their own locality.</p> |
| Key Vocabulary | Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long, ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, remember, Who?, What?, When? | <p>year</p> <p>modern long ago</p> <p>timeline date order similar</p> <p>different important</p> <p>living memory remembers</p> <p>grandparents' time, the older generation memories</p> <p>What...? When...? Where...?Old new</p> <p>past ago family tree a long time ago</p> <p>when I was little since queen king</p> <p>rule object artefact</p> <p>picture/photograph explain used for</p> <p>chronological order recent history</p> <p>very old when mummy and daddy were little historical event</p> <p>past/present</p> | <p>before I was born when I was younger</p> <p>before/after past/present then/now</p> <p>sequence chronological order earlier later local area historical event when</p> <p>grandparents were young Britain parliament older person source</p> <p>research Briton locality democracy eye-witness account drawing, photograph camera</p> <p>detective opinion artefact because significant</p> <p>timeline date decade century</p> | |
| EYFS & KS1 Expectations | All classrooms have a timeline where any events discussed in topics or in stories read can be placed – children continually build up their understanding of chronology and how key events and significant people fit into historical chronology. | | | |

Progression of Skills and Knowledge Key Stage 2

| | Year 3 | Year 4 |
|---------------------------|-----------------------|--------------|
| Aspects of History | Stone Age to Iron Age | Anglo Saxons |

| | | |
|---|---|---|
| | Romans | Vikings History significant to the local area |
| Chronological understanding | <p>Place the events studied on a time line and recognise how different events fit chronologically on a timeline and compare to events I already know about.</p> <p>Use dates related to the passing of time and describe events from the past using dates when things happened.</p> <p>Describe events and periods of time using the words; BC, AD, century, ancient.</p> | <p>Use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied.</p> <p>Place periods of history on a timeline showing periods of time and link to prior historical periods and events studied.</p> <p>Use a timeline to order events and significant people for the period of time I am studying.</p> <p>Use chronology to explain how an aspect of life has changed over more than one historical era.</p> |
| Historical Enquiry Interpretation Enquiry Using Sources | <p>Ask and answer questions about how things were different in the past and how aspects of life have changed over time.</p> <p>Suggest various sources of evidence to help me answer questions about the past based on prior learning.</p> <p>Use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts.</p> <p>Ask historical questions based on evidence and prior knowledge.</p> | <p>I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.</p> <p>I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner.</p> <p>I can use artefacts to pose questions/hypothesis, which I back up using other sources.</p> |
| Knowledge and Interpretation Events People Changes | <p>find out about everyday lives of people in time studied and compare them with our life today</p> <p>identify reasons for and results of people's actions understand why people may have had to do something</p> <p>Study change through the lives of people in different periods of history (focus on tools, technology and inventions)</p> | <p>Use evidence to reconstruct life in the time period studied to answer questions about the past</p> <p>identify key features and events and look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events based on prior knowledge.</p> <p>Develop a broad understanding of local history of the area of Stone</p> |
| Key Vocabulary | BC/AD decade ancient century timeline period Brits settlers settlement invaders/invasion conquer(ed) combat archaeologists excavate evidence similarities/ differences information finding skills historical information historian war distress bloodshed specific reason homesick | comparison recent history time difference shape our lives religious differences wealthy poor items accurate picture of the past version historical argument point of view primary and secondary |

| | | |
|------------------|--|---|
| | | evidence way of life dictated availability food sources developments inventions impact on health/ education aspect |
| KS2 Expectations | All classrooms have a timeline where any events discussed in topics or in stories read can be placed – children continually build up their understanding of chronology and how key events and significant people fit into historical chronology. | |