



Curriculum Aims

1. 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
2. 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
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. 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
5. 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
6. 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.
7. **Links to British Values and SMSC:** The UK primary history curriculum covers a broad range of topics, allowing students to explore British heritage, culture, and values, including democracy, the rule of law, individual liberty, and mutual respect. The curriculum also supports the development of SMSC by promoting reflection on personal beliefs and values, appreciation for cultural diversity, and empathy and respect for others.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Topics/terms 1.2.3</u>	<ol style="list-style-type: none"> 1. This is me/Seasons and Celebrations 2. Transport/ Significant people from the past 3. Once upon a time/ People who help us 	<ol style="list-style-type: none"> 1. Toys of the Past 2. Great Explorers 3. Homes of the Past 	<ol style="list-style-type: none"> 1. Famous Queens -Local knowledge 2. Great Fire of London 3. Mary Seacole and Florence Nightingale 	<ol style="list-style-type: none"> 1. The Stone Ages 2. Bronze Age and Iron Age 3. Ancient Egypt 	<ol style="list-style-type: none"> 1. Roman Britain (London) 2. Expanded Roman History 3. Crime and Punishment 	<ol style="list-style-type: none"> 1. The Anglo – Saxons 2. The Vikings 3. Local History - Victorians 	<ol style="list-style-type: none"> 1. The Mayan Civilisation 2. Ancient Greeks 3. World War 1 and 2
<p>ELG:</p> <p>Understanding the World:</p> <p>Past and Present</p> <p>Constructing the past</p>	<p>Identifying that things from the past might be different from today - technology, cars, houses etc.</p> <p>Transport</p>	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally - Neil Armstrong Journey to the Moon 1969</p> <p>Identifying that there are some themes that link history together - locality, transport etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of Teesside's industrial history by focusing on:</p> <ul style="list-style-type: none"> • achievements • society • impact 	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of development of crime and punishment, their chronological place in history and their impact on the present Judicial system in the UK.</p> <ul style="list-style-type: none"> • achievements, 	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building an understanding of post-1945 Britain through the impact of World War 1 and 2:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment • Remembrance • Technology • Jobs • Impact of roles of Men and Women <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food,

				And by drawing comparisons to KS1 topics such as Great Fire of London and Local History	<ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 		<ul style="list-style-type: none"> • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p>
Sequencing the past/Chronology	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order - Christopher Columbus/ Neil Armstrong</p> <p>Identifying that there are different periods of time in history - /Victorians/Tudors/ 20thC etc.</p>	<p>Identifying and comparing people from different periods of time - Mary Seacole, Louis Pasteur, Elizabeth Garrett Anderson</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - Florence Nightingale. She qualified in 1865. Mary Jane Seacole was a British-Jamaican nurse, healer and businesswoman who set up the "British Hotel" behind the lines during the Crimean War.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts - make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact - Great fire of London What did the Ancient Egyptians achieve? What was their greatest achievement?</p> <p>Bronze and Iron Ages How did making bronze and then iron begin to change people's lives?</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts prior knowledge when moving onto Romans</p> <p>Placing early civilisations into chronological context - in-depth Egyptians, comparing with Roman Britain</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>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.</p>	<p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing (Victorian Britain) (World War 1 and 2) into chronological context and its legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
Continuity and change	<p>Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc.</p>	<p>Identifying that changes have happened in history that can impact on today - Neil Armstrong Journey to the Moon 1969; changes in homes</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes throughout history have had important consequences - development of care, understanding of the world from Mary Seacole and Florence Nightingale etc.</p> <p>Identifying WHY some things have stayed the same throughout history - people living in towns/cities, explorers trying to find new things etc.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages, Ancient Egypt by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and changes to the local area through Ironstone Mining:</p> <ul style="list-style-type: none"> • population • jobs • local significance 	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Identifying the continuity and change from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education • entertainment <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of (prior knowledge from previous years learning):</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs

<p>Cause and effect</p>	<p>Identifying that certain choices have a consequence to them - building a castle/wearing armour will make you safer etc.</p>	<p>Identifying those certain events and individuals have had major consequences in history - Neil Armstrong Journey to the Moon 1969/ Christopher Columbus Discovering West Indies etc.</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' - Neil Armstrong Journey to the Moon 1969 created the space race and opportunities to create new technologies.</p>	<p>Identifying those certain events and individuals have had major consequences in history - Mary Seacole and Florence Nightingale</p> <p>Identifying how events from history are so significant that they are remembered each year - Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life</p> <p>Identifying the causes and effects of industrialisation of Teesside - explaining the local, national and international</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - identifying the effects on following civilisations and today</p> <p>Identifying the importance of Roman development and expansion of their empire.</p> <p>Crime and Punishment How has crime and punishment changed over time? impacts - Crime and Punishment (Roman, Vikings, Anglo Saxon, Victorian, Tudors)</p>	<p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today's world as either positive or negative</p>	<p>Identifying the cause and effect of Spanish explorers on the Maya - positive or negative?</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain - changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects - invasions of Britain by World War 1 and 2</p>
<p>Significance and interpretation</p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history - achievements, impact etc.</p> <p>Identifying why some individuals are significant internationally - Neil Armstrong - impact of moon landing and how it changed the world.</p> <p>Begin to understand what makes someone or something significant -</p>	<p>Identifying why certain people/events are significant in the wider context of history.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history - Crime and Punishment (Roman, Vikings, Anglo Saxon, Victorian, Tudors)</p> <p>Identify why interpretation of these sources is critical to our understanding of the past - Crime and punishment, How justice has developed over time beyond 1066 in Briatin</p>	<p>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now - who felt more of their impact, us or them?</p> <p>Identify why interpretations can change in light of new evidence - change in meaning of the word 'barbarian'</p>	<p>Identifying the significance of Victorian achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Using Battle of Thermopylae (Ancient Greece) World War 1 and 2 primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance - which achievements were more impressive?</p>
<p>Carrying out a historical enquiry</p>	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>How did the Moon landing and Christopher Columbus support discovery and invention.</p> <p>Guided enquiry using knowledge from topic</p>	<p>What was Mary Seacole and Florence Nightingale biggest achievement?</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Did Ironstone Mining improve our area?</p> <p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>How much did the Romans really impact Britain?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p> <p>Do children know which aspects of crime and punishment stayed the same between the medieval period and the early modern period?</p>	<p>Independently identifying important achievements from the Victorians - Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources to provide evidence important develops of the Victorians (industrial revolution)</p> <p>Making independent decisions using a range of evidence to justify</p>	<p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>

<p>Using sources as evidence</p>	<p>Understanding that items can tell us about someone or something - a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event - Toys and Homes of the past</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events - clothing, housing etc.</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources - artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Questioning the validity of sources and contradictions - Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	<p>Conducting an enquiry about the greatest impact of the Victorians on today - using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>	<p>Using sources to interpret viewpoints, including bias - Battle of Thermopylae - Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods - Romans/Greeks/Anglo-Saxons/Vikings/Victorians</p>
<p>Vocabulary and communication</p>	<p>Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p>	<p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'explorer' 'pioneer'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>