




# HISTORY CURRICULUM

Our History Curriculum includes broad historical concepts that are embedded throughout the curriculum so that each one can be encountered multiple times. It also has a clear focus on disciplinary concepts so that pupils learn how to undertake historical enquiry. These components enable pupils to engage meaningfully with the past through their topic knowledge and develop a secure overview of the main developments and periods, in order to make

<b>HISTORICAL CONCEPTS-SUBSTANTIVE KNOWLEDGE</b>			
<b>CHRONOLOGY</b>	<b>SETTLEMENTS &amp; SOCIAL HISTORY</b>	<b>COMMUNICATION &amp; INVENTION</b>	<b>INVASION &amp; EMPIRE</b>
Chronological knowledge is the specific knowledge of the broad characteristics of historical periods and it supports pupils to build coherent schema for particular topics.	Knowledge of settlements relates to the place where people live or the process of settling in a place. Knowledge of social history relates to social structures and interactions of different groups in society. For example, law and order, religious groups, families.	A focus on the different methods of communication through the ages, as well as other discoveries and inventions that have helped to shape our world and some of the significant individuals associated with this.	Knowledge of invasions of the British Isles that have occurred throughout History. Knowledge of significant rulers and states and the people, practices and rules that they have brought. Understanding of the ways in which this has shaped the world that we live in.

<b>DISCIPLINARY KNOWLEDGE AND HISTORICAL ENQUIRY: How we 'work' and 'think' like an Historian</b>					
<b>CAUSE &amp; CONSEQUENCE</b>	<b>CHANGE &amp; CONTINUITY</b>	<b>SIMILARITY &amp; DIFFERENCE</b>	<b>HISTORICAL SIGNIFICANCE</b>	<b>SOURCES &amp; EVIDENCE</b>	<b>HISTORICAL INTERPRETATION</b>
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant-criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

## History Curriculum Topics of Study and Substantive Concepts

	HISTORICAL CONCEPTS			
	CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	COMMUNICATION & INVENTION	INVASION & EMPIRE
<b>YEAR 1</b> -Ourselves and Our Families	✓	✓		
<b>YEAR 1</b> -Fantastic Flights	✓	✓	✓	
<b>YEAR 2</b> -Great Explorers: Captain Cook	✓		✓	✓
<b>YEAR 2</b> -The Great Fire of London	✓	✓	✓	
<b>YEAR 3</b> -Ancient Egypt	✓	✓	✓	✓
<b>YEAR 3</b> -Ancient Greece	✓	✓	✓	✓
<b>YEAR 4</b> -Stone Age to Iron Age	✓	✓	✓	✓
<b>YEAR 4</b> -The Romans in Britain	✓	✓	✓	✓
<b>YEAR 5</b> -Anglo-Saxons and Vikings	✓	✓	✓	✓
<b>YEAR 5</b> -The Mayan Civilisation	✓	✓	✓	✓
<b>YEAR 6</b> -Local Study: Industrial Middlebrough	✓		✓	
<b>YEAR 6</b> -World War II	✓	✓	✓	✓

## SUBSTANTIVE KNOWLEDGE OVERVIEW

	CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	COMMUNICATION & INVENTION	INVASION & EMPIRE
<b>EYFS- FFH</b>	Sequence events using language relating to time.  Know the term in the past, a long time ago, hundreds/millions of years ago, new and old.	Talk about the lives of the people around them and their roles in society.  Begin to be aware how some things have changed over time (jobs, transport, school).	Know that we go to Captain Cook Primary School. Know that Captain Cook was born in Marton and that he became an important explorer who visited lots of different places in the world. Know some ways in which Captain Cook's life was different from life today.	Know that we live in England.  Know that we have a King.  To be aware of some of the events from history that shape Britain and its story. (Gunpowder Plot, WW1/II).
<b>Year 1</b>	<b>1783 – Montgolfier Brother</b> <b>1903 - The first flight</b> <b>1961-first human to travel in space in a rocket.</b> <b>1969—first man to walk on the moon</b> <b>2021—oldest person in space</b> Place known events in chronological order. Sequence events and recount changes. Use common words and phrases relating to the passing of time.	Know that flight travel in the past was different to how it is now. Recognise similarities and differences between aeroplanes now compared to the first flying machines. Know how their own family has changed within living memory. Know that different aspects of life were different in the past: clothes, toys, schools..	Know about the invention of the ornithopter—the first design of a flying machine. Know about the first hot air balloon flight. Know about the first aeroplane flight and its impact on modern travel. Know about the development of space travel. Know about advancements in technology linked to flight travel.	
<b>Year 2</b>	<b>1728—birth of Captain Cook in Marton</b> <b>1770-first recorded sighting made by Captain James Cook, of the eastern coast of Australia.</b> <b>1666-The Great Fire of London.</b> Describe events from the past, using common words/phrases relating to the passing of time. Sequence events on a timeline.	Know how people in London lived in the 17th century: housing, jobs, hygiene conditions. Know what caused the great fire of London to spread so quickly. Know the steps taken to rebuild London after the Great Fire, including why decisions were made to redesign buildings such as St Paul's cathedral.	Know that James Cook mapped the eastern coast of Australia. Know about the establishment of museums, monuments and memorials linked to Captain James Cook within the local area. Know about the advances in town planning/design and in firefighting made as a consequence of the Great Fire.	Know that King Charles II was monarch during the Great Fire. Know that Captain James Cook was an explorer who went to lands where there were indigenous people. Know that Cook was killed during one of his voyages to Hawaii.
<b>Year 3</b>	<b>7500BC – 30AD Egyptians</b> <b>900BC-146 BC Ancient Greeks</b> Use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD. Place events on BC/AD timelines.	Know that ancient civilisations such as the Egyptians settled near rivers. Know the importance of the River Nile to the lives of the Ancient Egyptians. Know how Ancient Egyptians lived: housing, farming. Know the religion and gods of Ancient Egypt. Know the class system of Ancient Egypt. Know death and burial rituals. Know key aspects of daily life in ancient Greece. Know about gods, goddesses and religious beliefs in ancient Greece. Know about the city states of Sparta/Athens and make comparisons.	Know how the Egyptians used the River Nile to support their way of life. Know that the ancient Egyptians invented Papyrus. Know that the Ancient Egyptians communicated using a system of pictorial writing called hieroglyphics. Know that the Ancient Egyptian number system was different to ours. Know how modern life has been influenced by the Ancient Greeks. Know that the Olympic games were invented by the Ancient Greeks. Know that democracy was invented by the Ancient Greeks.	Know that the pharaohs were the rulers of Egypt. Know that Tutankhamun was a pharaoh who ruled over Egypt. Know that Tutankhamun's tomb was discovered by a British archaeologist named Howard Carter. Know that controversy exists about Egyptian artefacts which were taken to Britain from Egypt following excavations.

## SUBSTANTIVE KNOWLEDGE OVERVIEW

	CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	COMMUNICATION & INVENTION	INVASION & EMPIRE
<b>Year 4</b>	<p><b>15000 – 3000BC Stone Age</b>  <b>3000BC – 800BC Bronze Age</b>  <b>800BC – 43AD Iron Age</b></p> <p>Know the Stone Age is divided into three periods:  ➤ <b>Palaeolithic , Mesolithic, Neolithic</b></p> <p><b>43AD – 410AD Romans in Britain</b></p> <p>Place and describe some historical periods and eras on a timeline. Use historic vocabulary to discuss and describe dates, time, periods, chronology ,changes. Sequence local, national and international events Use dates and terms accurately in describing events.</p>	<p>Know some settlements of the Stone Age and Iron Age.  Know that the first man was known as a hunter gatherer.  Know that Skara Brae is an example of a Neolithic settlement.  Know that Stonehenge is thought of as the world's most famous prehistoric monument. Know that the Stone Age people were nomads but then became settlers.  Know some settlements of the Romans in Britain e.g. major cities, such as London (Londinium).</p>	<p>Know some Stone/Bronze advancements with weapons, tools, clothing and jewellery.  Know that during their occupation of Britain the Romans built an extensive network of roads.  Know that the Romans built aqueducts which improved the life of Britons for many years after they left Britain.</p>	<p>Know that the Britain was once part of the Roman Empire.  Know that Claudius successfully invaded Britain in 43AD.  Know that Julius Caesar invaded Britain twice in 55BC and 54BC. Know the lasting impact Romans had on Britain.</p>
<b>Year 5</b>	<p><b>449AD – 1066AD Anglo Saxons</b>  <b>793AD – 1066 Vikings</b>  <b>1100BC – 1502AD – Mayans</b></p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.  Compare timelines of different civilisations existing in the same period.  Use dates (BC and AD) and terms accurately in describing events.</p>	<p>Know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich.  Know the Vikings came from Scandinavia on long ships  Know about aspects of life in Anglo-Saxon and Viking times: homes, religion, way of life. Know that the Vikings landed at Lindisfarne Know many British places were named by the Vikings.  Know the importance of farming to the Mayan civilisation.</p>	<p>Know that the Anglo-Saxon chronicles tell us about life in Anglo-Saxon Britain.  Know that the Vikings invented and used long, swift ships called long ships.  Know that the Vikings invented longhouses.  Know some key inventions of the Mayan civilisation: eg elastic, chocolate. Know that the Mayans invented the Mayan writing script.  Know that Mayans built pyramids</p>	<p>Know about the invasion of the Anglo-Saxons. Know about some of the key rulers in Anglo-Saxon times.  Know that the Vikings conflicted with the Anglo-Saxons between 793AD to 1066AD for control over Britain.  Know that the Vikings landed in Lindisfarne as well as many other places in Britain.. Know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England.  Know key features of how the Mayans ruled, and how this differed to the Anglo-Saxons.</p>
<b>Year 6</b>	<p><b>1750AD – 1900AD – Industrial Revolution</b>  <b>1939-19545-Britain at war with Germany-World War II</b>  <b>July -Oct 31st 1940-Battle of Britain.</b>  <b>1940-The Blitz</b></p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Know about safety measures during the Blitz. Know that children were evacuated during WW2 and the benefits of this. Know why rationing was introduced. Know the effects of the war on the lives of everyday people, including how they tried to protect themselves during the Blitz.  Know the impact of Wold War ii on the lives of women and know that this impact was long lasting.</p>	<p>Know key developments and inventions that took place in Middlesbrough during the Industrial revolution. Know the impact that the Industrial Revolution had on the town and the people who lived within in it. Know how modern warfare strategies impacted the development and invention of new technologies eg gasmasks, code breaking Know how the advancement of aircraft technology impacted the conduct of warfare.</p>	<p>Know how WW2 began and ended  Know which countries and world leaders were involved in WW2-axis and allies.  Know what happened during the Battle of Britain and its significance to the war.</p>

## DISCIPLINARY KNOWLEDGE OVERVIEW

	Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
<b>EYFS</b>	Talk about key events that happen within their own lives, the wider world and why they happen eg: a birthday/ Coronation/Olympics.	Notice and explain changes within the classroom, school and their own lives over time.	Know some similarities and differences between things in the past and now, drawing on their experiences and reading in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Comment on images, artefacts and accounts of familiar situations from the past.	Use stories/accounts / images and artefacts to distinguish between fact/fiction. Begin to understand different points of view.
<b>Year 1</b>	Recognise some causes to historical events. Identify consequences to historical events.	Recognise some similarities and differences between the past and the present.	Recognise some similarities and differences within technology e.g. aeroplanes flown by Wright Brothers to now.	Recognise why certain individuals e.g Neil Armstrong are significant in history (achievements and impact).	Look at simple artefacts and pictures to ask questions about the past.	Start to compare two versions of a past events. Explain that there are different types of sources that can be used to help represent the past.
<b>Year 2</b>	Understand that there are reasons why people in the past acted as they did. Identify causes and consequences from the past.	Identify similarities and differences between ways of life in different periods.	Identify similarities and differences between societies e.g. London now and in 1666.	Identify why certain people/events are significant in the wider context of history e.g. Captain James Cook.	Look at a source to find answers to questions about the past. Choose and select evidence (provided) and say how it can be used to find out about the past.	Look at more than two versions of the same event or story in history and identify differences.
<b>Year 3</b>	Find out about the cause of an event. Identify key consequences over a period of time and be able to give reasons for those changes.	Find out about the everyday lives of people compared with our life today.	Find similarities and differences between places e.g. Ancient Egyptian civilisation and Ancient Greece	Understand why certain historical events eg discovery of Tutankhamun's tomb by Howard Carter can be viewed differently by different people.	Gather more detail from sources such as maps to build up a clearer picture of the past. Suggest sources of evidence to help answer questions to present findings.	Look at more than two versions of the same event or story in history and identify differences.
<b>Year 4</b>	Explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Explain how people and events in the past have influenced life today.	Explain similarities and differences between an aspect of society e.g. the religious beliefs of the Romans and native Britons.	Find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identify why our interpretations of this time is difficult due to limited primary sources / evidence. Explain advancements in technology in Roman Britain.	Devise own questions to find answers about the past. Begin to undertake own research. Compare different accounts of an event and explain why they may differ.	Find and analyse a wide range of evidence about the past. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.

## DISCIPLINARY KNOWLEDGE OVERVIEW

	Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
<b>Year 5</b>	Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Describe connections and contrasts between aspects of history, people, events and artefacts e.g. <b>within</b> the time period <b>of</b> Anglo-Saxon Britain.	Describe the achievements of the Anglo-Saxons and their significance to human development.	Distinguish between a primary and secondary source of information when investigating the past. Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and the impact of this on reliability.
<b>Year 6</b>	Examine causes and results of great events and the lasting impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the period World War II.	Evaluate the achievements of the British and their allies during WWII, as a turning point in British history in the context of then and now.	Use sources of information to form testable hypothesis about the past. Locate and analyse relevant information to justify claims about the past. Investigate own lines of enquiry by posing historically valid questions to answer.	Show an awareness of the concept of propaganda. Know that people in the past represent events or ideas in a way that may be used to persuade others. Begin to evaluate the usefulness of different sources.



# EYFS




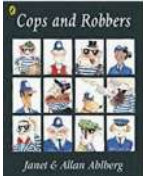
# FOUNDATIONS FOR

# HISTORY



## EYFS Foundations for History

Area of Learning— Understanding the World Past and Present		Termly Learning Contexts 2023—2024			
<p><b><u>History in EYFS</u></b></p> <p>Children begin their foundations for accessing the History Curriculum in the Foundation Stage at Captain Cook Primary School.</p> <p>In the <b>Nursery</b> children are nurtured to develop a love of learning .They are taught the skills and discipline that enables them to learn effectively; talking and asking questions, listening, investigating and showing resilience in the face of a challenge. Through quality interactions, engaging themes, planned texts and a stimulating learning environment, children begin to understand that there was a time before now and how to recognise if something is old or new.</p> <p>In <b>Reception</b> the children learn through planned themes that engage and introduce children to historical knowledge and concepts. The themes allow children to develop the knowledge and skills required to meet the past and present Early Learning Goal. They also develop children's historical knowledge and understanding, supporting them to make links in their learning at KS1 and 2. The details of the Reception historical knowledge and links to further learning are</p>		Nursery		Reception	
		Autumn	Celebrating Me	Autumn	All Change, Why are there Fireworks in the Sky & Digging up Dinosaurs
		Spring	Very Busy People	Spring	Captain Cook's Favourite Books & Adventurers and Explorers
		Summer	Blooming Marvellous	Summer	5,4,3,2,1 Blast Off & That's Super!
Early Learning Goal for Understanding the World: Past and Present		Core Vocabulary & Phrases			
<ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society;</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them in class;</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>		<p>Today, yesterday, before I was born, now, a long time ago, millions of year ago, hundreds of years ago, old, new, picture, baby, toddler, grandma/ pa, nanna, grandad</p> <p>Old, story, museum, photograph, fossil, city, town, famous, history, ships, buildings, Marton, Captain James Cook, birthplace.</p>			
Core Conceptual Knowledge and Understanding					
Nursery		Reception			
<ul style="list-style-type: none"><li>• Recall the recent past through quality dialogue, photographs etc "Do you remember what we did yesterday."</li><li>• Sing songs, nursery rhymes and share texts set in the past, beginning to know some historical vocabulary and understand the concept of a time before now.</li><li>• Re-tell information about their own life story as told to them by their parents.</li><li>• Re-tell information about their family history as told to them by their parents.</li></ul>		<ul style="list-style-type: none"><li>• Begin to ask questions about the past inspired by quality texts, themes and resources.</li><li>• Begin to show understanding of how and why the past is different from now.</li><li>• Talk about events/artefacts using everyday words such as 'millions of years ago', 'a very long time ago', 'before I was born' and 'now'.</li><li>• Begin to understand that the past is made up of events that have already happened.</li><li>• Begin to sort and sequence pictures to compare the past and present</li><li>• Talk about how lived experience (school, jobs, travel, food) were different in the past.</li><li>• Talk about some historical events, people and traditions in British Culture.</li></ul>			

	Term and Theme	Key Knowledge What will be taught?	Vocabulary and Core Texts	Links to Historical Concepts and Foundational Knowledge	Links to KS1 & 2 History Curriculum
Autumn Term	<p>All Change!</p> <p>Why are there fireworks in the sky?</p> <p>Digging Up Dinosaurs.</p>	<p>How to observe and comment on change within their own lives. Starting school, birthdays, special events. (<i>On going throughout the year</i>).</p> <p>How to observe and comment on change within the natural environment. Changes in seasons. (<i>On going throughout the year</i>).</p> <p>The reason why people wear poppies and why we celebrate Bonfire Night.</p> <p>The knowledge that dinosaurs lived on the earth millions of years ago but now they are extinct.</p> <p>How we know that dinosaurs used to live on earth.</p>	<p>Season</p> <p>Birthday</p> <p>Older/younger</p> <p>World War, Solider, Poppy, Remembrance</p> <p>Gun powder, Plot, Houses of Parliament, Guy Fawkes.</p> <p>Dinosaurs (some names for different types)</p> <p>Fossil, bones, museum.</p> <p>excavation,</p> <p>Palaeontologist,</p> 	<p>Chronology—Digging up Dinosaurs</p> <p>Settlements and Social History—The Gunpowder Plot</p>	<p>Year 1 Ourselves and Our Families</p> <p>Year 4 Stone Age to Iron Age</p> <p>Year 2 The Great Fire of London</p> <p>Year 6 World War II</p>
Spring Term	<p>Captain Cook's Favourite Book.</p> <p>Adventurers and Explorers.</p>	<p>To recognise when a story is set in the past by its vocabulary and content. E.g.: princesses, castles, cottages.</p> <p>To know that our school is named after a famous Captain who lived as long time ago.</p> <p>To be able to describe what life was like for Captain James Cook and how is different from today.</p> <p>To understand that Captain Cook's sailed around the world as other forms of transport had not yet been invented.</p>	<p>Once upon a time</p> <p>Castle</p> <p>Knight</p> <p>Cottage</p> <p>Sailing ship, rigging,</p> <p>crow's nest,</p> <p>hammock, scurvy, quill pen, map, candle</p> 	<p>Chronology—Captain Cook</p> <p>Communication and Invention</p> <p>Settlements and Social History</p> <p>Invasion and Empire</p>	<p>Year 1 - Fantastic Flights</p> <p>Year 2—Great Explorers</p> <p>Captain Cook</p>
Summer Term	<p>5, 4, 3, 2, 1 Blast Off!</p> <p>That's Super!</p>	<p>To know that space has always been there since the earth began. Dinosaurs and Captain Cook saw the same moon that we do.</p> <p>To know that, in the past, people invented rockets to orbit the Earth and visit the Moon.</p> <p>To know that space travel and exploration is still happening today.</p> <p>To recognise some of the jobs people do today and link it with jobs from the past.</p> <p>To know that some events have historical significance; e.g Olympics, World Cups, Royal events as appropriate..</p>	<p>Rocket, moon landing, astronaut.</p>  <p>Telescope.</p> <p>Police</p> <p>Firefighter</p> <p>Athlete,</p> <p>King, queen, royal.</p> 	<p>Chronology</p> <p>Communication and Invention</p> <p>Invasion and Empire</p>	<p>Year 1 - Fantastic Flights</p>

ALL HISTORICAL KNOWLEDGE & UNDERSTANDING IN EYFS IS ENHANCED THROUGH THE PROVISION OF CAREFULLY PLANNED ACTIVITIES, ENABLING ENVIRONMENTS IN CONTINUOUS PROVISION AND INTERACTIONS WITH SKILLED PRACTITIONERS.

## OPPORTUNITIES TO MAXIMIZE HISTORICAL LEARNING IN THE EARLY YEARS SETTING

### Daily Routines & Vocabulary Building

Use planning time/the daily calendar to acknowledge the passing of time. Look back over the month to remember events that happened while developing the vocabulary of time, e.g.: What did we do yesterday?



Take regular photographs over the terms and look back at them during the year.

Talk about the way the children and the environment have changed.

Celebrate birthdays and other key events for the children in class, acknowledge the passing of time as they grow older.



### Role Play and Small World

Use role play areas as an opportunity for children to develop their understanding and imagine life in the past.



In modelling play use key vocabulary from the topic and reinforce key knowledge.



### Visits and Visitors

Use the school grounds to enhance learning e.g. the model of the Endeavour and the stone from Victoria.



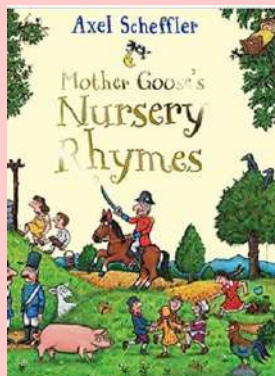
Visit the Captain Cook Birthplace Museum



Invite visitors from the local community to come and speak with the children about their jobs and interests, e.g Fire-fighters, police officers, gardeners.

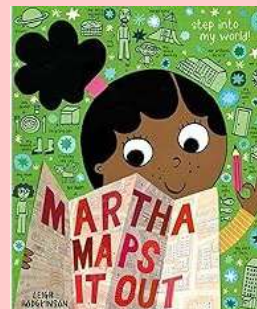


Use visits to the library to hear stories set in the past.



Songs and Nursery Rhymes are a great introduction to new vocabulary, concepts and the ways things were different in the past.

### Quality Texts and Interactions



Talk with children about your own life and show how things have changed since you were little. Let them ask questions and address misconceptions.

Let them share photographs and special objects from their past, acknowledging their significance.





# YEAR 1

# HISTORY CURRICULUM



# Year 1 History - Broader Curriculum Aims and Objectives

## National Curriculum Key Themes

- Changes within living memory and beyond
- The lives of significant individuals-aspects of change in national life.
- Significant events within and beyond living memory.

## Topics of Study-Substantive Concepts

- My Family Tree-**Settlements and Social History**
- Fantastic Flights-**Communication and Invention**

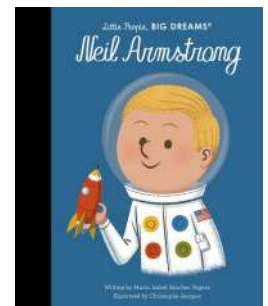
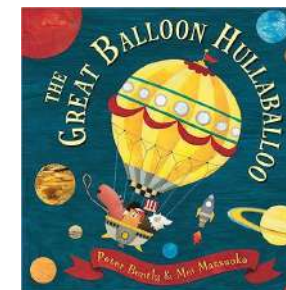
## Key Historical Knowledge and Understanding

- Know that humans go through different life stages which can be placed on a timeline.
- Know that a grandparent is someone who is the parent of your mum/ dad.
- Know that a family tree is used to represent different generations of families and show how they are linked throughout the years.
- Know that life was different when grandparents were children.
- Know some of the differences between clothes in the 1950s and today.
- Know some of the differences between toys then and now.
- Know some of the differences between school in life today/in life then.
- Know that there have been different types of flying machines through history place and place them on a timeline in the order of invention.
- Know that the ornithopter was the first flying object, designed by Leonardo da Vinci
- Know that a hot air balloon was the first flying machine that could carry people made by the Montgolfier brothers.
- Know that the first motor powered aeroplane was flown by the Wright brothers.
- Know that planes changed in appearance and were able to fly faster and further over time.
- Know that the invention of the rocket allowed people to travel into space. Neil Armstrong was the first explorer to stand on the moon(1969).
- Know that space exploration continues today: Wally Funk is the oldest person to travel in space (2021).

## Vocabulary

Before, after, later, long ago, now, next, memory, past, present, decade, timeline, baby, toddler, child, teenager, adult, elderly, family tree, generation, photography, future, old, new, now, yesterday, change, materials, transport, ornithopter, aeroplane, helicopter, bus, bicycle, van, train, horseback, hot air balloon, machine, invention, inventor, pilot, transport, motor, engine, flight, passenger, rocket, exploration, astronaut

## Quality Literature Links



## Year 1 Disciplinary Knowledge

### Cause & Consequence

Recognise some causes of historical events. Identify consequences to historical events. Eg the invention of the aeroplane

### Change & Continuity

Recognise some similarities and differences between the past and the present. Eg different aspects of our grandparents' lives to ours.

### Similarity & Differences

Recognise some similarities and differences within technology e.g. aeroplanes flown by Wright Brothers to now.

### Historical Significance

Recognise why certain individuals e.g. Leonardo da Vinci are significant in history (achievements and impact).

### Sources & Evidence

Look at simple artefacts and pictures to ask questions about the past.

### Historical Interpretation

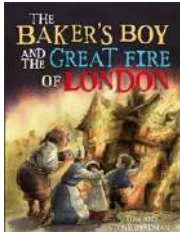
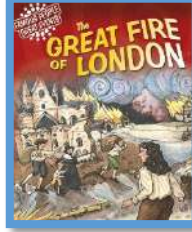

Start to compare two versions of a past event. Explain that there are different types of sources that can be used to help represent the past.



# YEAR 2

# HISTORY CURRICULUM

## Year 2 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes	Topics of Study-Substantive Concepts
<ul style="list-style-type: none"> <li>The lives of significant individuals.</li> <li>Significant events beyond living memory that are significant nationally or globally.</li> <li>Significant historical people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Great Explorers-Captain Cook—<b>Local History/Invasions and Empire</b></li> <li>The Great Fire of London—<b>Communication and Invention/Settlements and Social History</b></li> </ul>
Key Historical Knowledge and Understanding	Vocabulary
<ul style="list-style-type: none"> <li>Know how people lived in the 17th century and describe London houses and streets during this time.</li> <li>Know some of the jobs that people did in the 17th century, and understand some differences in firefighting then and now.</li> <li>Know that the Great fire started after midnight on May 2nd 1666 inside a bakery in Pudding Lane, near London Bridge.</li> <li>Know some of the key events during the course of the fire and some of the effects of the fire on London and its inhabitants.</li> <li>Know why the fire spread so quickly linking back to knowledge of London's architecture at this time and weather conditions.</li> <li>Know that there was no formal fire brigade in 1666 in London and that the fire was eventually put out by pulling down houses to create fire breaks.</li> <li>Know the steps taken to rebuild London and to prevent a repeat of this event, including the changes that were made to the city as a result of the fire.</li> <li>Understand that we know about the Great Fire through a variety of sources, including the diary of Samuel Pepys.</li> <li>Know that Captain Cook was born in Marton and lived on a farm, before joining the Merchant Navy.</li> <li>Know some key events in Captain Cook's life and place them on a timeline.</li> <li>Know that in Captain Cook's first voyage, he landed in Tahiti, Botany Bay in Australia and in New Zealand.</li> <li>Understand that Captain Cook's voyages left a lasting impact on modern society, and explain what some of these are.</li> </ul>	<p>timeline, map, source, diary, newspaper reports, past, present, change, memory, century, change, evidence, community, overcrowding, poverty, thatched roofs, fire-break, hand-carts, temperatures, eyewitness, monarch, architect, redesign, rebuilding, materials, flammable, improvements, homeless, safety</p> <p>Astronomy, expedition, voyage, HMS Endeavour, Tahiti, Australia, New Zealand, Maori, trade, settlement, navigator, cartographer, botanist, anthropologist</p>
	<p style="text-align: center;"><b>Quality Literature Links</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

## Year 2 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Understand that there are reasons why people in the past acted as they did. Identify causes and consequences from the past.	Identify similarities and differences between ways of life in different periods.	Identify similarities and differences between societies e.g. London now and in 1666.	Identify why certain people/events are significant in the wider context of history e.g. Captain James Cook.	Look at a source to find answers to questions about the past. Choose and select evidence (provided) and say how it can be used to find out about the past.	Look at more than two versions of the same event or story in history and identify differences.



# YEAR 3

# HISTORY CURRICULUM



## Year 3 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes	Topics of Study-Substantive Concepts
<ul style="list-style-type: none"> <li>The achievements of the earliest civilisations-Ancient Egypt and Ancient Greece, comparisons between the two and their impact on modern society.</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egypt– <b>Settlements and Social History/Communication and Invention</b></li> <li>Ancient Greece– <b>Settlements and Social History/Invasion and Empire</b></li> </ul>
Key Historical Knowledge and Understanding	Vocabulary
<ul style="list-style-type: none"> <li>Know the chronology of the Ancient Egyptians-7500BC-30AD.</li> <li>Know that we know about Ancient Egypt through a range of sources, including through the use of artefacts.</li> <li>Know about what Ancient Egyptian houses, including the materials used to make these.</li> <li>Know the religion and gods of Ancient Egypt.</li> <li>Know the housing and way of life in Ancient Egypt, including importance of the seasons.</li> <li>Know about death and burial rituals including mummification. Understand what was involved in the mummification process and its significance for the Ancient Egyptians.</li> <li>Know how the Egyptians used the River Nile for their way of life, including its importance in their farming.</li> <li>Know the achievements of the Egyptians and their significance to human development.</li> <li>Know that there was a hierarchy in Egyptian society, with the Pharaoh at the top and each occupations had a different status.</li> <li>Know that Tutankhamun was a Pharaoh whose burial chambers were discovered by an archaeologist called Howard Carter.</li> <li>Know that there are different beliefs and interpretations surrounding what happened following the discovery of Tutankhamun's tomb.</li> <li>Know that the Ancient Egyptians wrote letters and numbers using hieroglyphics.</li> <li>Know the chronology of the Ancient Greeks 900-146BC.</li> <li>Know key aspects of daily life in ancient Greece, and the differences between ways of life in the city states of Athens and Sparta.</li> <li>Know that the Ancient Greeks invented the Olympic Games and understand how these differed from the modern Olympics.</li> <li>Know some of the Ancient Greek gods and goddesses and Greek myths, including their significance in Ancient Greek life.</li> <li>Know some ways in which the achievements of the Greeks influenced modern society.</li> </ul>	<p>Ancient, archaeologist, artefact, chronology, BC/AD, wealth, exhibit, civilisation, essential, crops, silt, fertilised, canals, irrigation, flax, papyrus, replenish, ancestors, trade-links, reeds, fertile, society, hierarchy, citizens, pyramid, Pharaoh, burial, amulets, organs, mummified, preserved, soul, afterlife, canopic jars, scarab, linen, sarcophagus, resin, primary sources, secondary sources, curse, hieroglyphs, translate, decode, gods, goddesses</p> <hr/> <p><b>Quality Literature Links</b></p> <div data-bbox="1352 895 1518 1107"> </div> <div data-bbox="1659 895 1832 1107"> </div> <div data-bbox="1895 895 2067 1107"> </div>

### Year 3 Disciplinary Knowledge

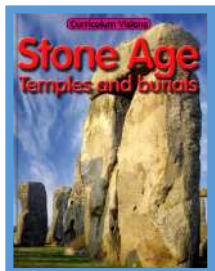
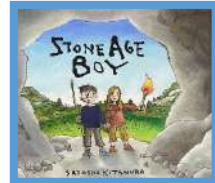

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Find out about the cause of an event. Identify key consequences over a period of time and be able to give reasons for those changes.	Find out about the everyday lives of people compared with our life today.	Find similarities and differences between places e.g. Ancient Egyptian civilisation and Ancient Greece.	Find out why advancements in the Ancient Egyptian and Ancient Greek civilisations were significant to the development of modern society. Identify why our interpretations of this time is difficult due to limited primary sources /evidence.	Gather more detail from sources such as map and artefacts to build up a clearer picture of the past. Suggest sources of evidence to help answer questions to present findings.	Look at more than two versions of the same event or story in history and identify differences.



# YEAR 4

# HISTORY CURRICULUM

## Year 4 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes			Topics of Study-Substantive Concepts		
<ul style="list-style-type: none"><li>Changes in Britain from the Stone Age to the Iron Age.</li><li>The Roman Empire and its impact on Britain.</li></ul>			<ul style="list-style-type: none"><li>Stone Age, Bronze Age, Iron Age-<b>Settlements and Social History Inventions.</b></li><li>Romans in Britain: <b>Invasion and Empire/ Communication and Invention/ Settlements</b></li></ul>		
Key Historical Knowledge and Understanding			Vocabulary		
<ul style="list-style-type: none"><li>Know and understand the timeline associated with Stone Age, Bronze Age and Iron age.</li><li>Know that it is called the Stone Age because people used stone as their tools.</li><li>Know that there are no written sources about this period, so archaeologists know about the Stone Age through artefacts, remains and cave paintings.</li><li>Know that the Stone Age was divided into three periods: Palaeolithic Mesolithic. Know the key changes that took place during and between these times including the first use of metal during the 'New Stone Age' (Neolithic).</li><li>Know that Skara Brae is a preserved Neolithic settlement to be found on the Orkney Islands</li><li>Know that Stonehenge is a famous monument of standing stones . Historians disagree what the purpose of Stonehenge was.</li><li>Know that the Bronze Age followed the Stone Age and was defined by the technology to make metal and the advancements that this brought about.</li><li>Understand that archaeologists have learned about life in the Bronze Age through the discovery of grave goods..</li><li>Know that the Iron Age followed the Bronze Age and that it was defined by the technology to make iron using sedimentary rocks-it ended after the final Roman invasion of Britain in 43AD.</li><li>Know that hillforts were a feature of the Iron Age.</li><li>Know that an empire is all the conquered countries ruled by one leader/state and that Britain was once part of the Roman Empire</li><li>Know that Boudicca was the warrior queen of the Iceni tribe who led a rebellion against the Romans, but was ultimately defeated.</li><li>Know the impact the Romans had on Britain in relation to the technology introduced.</li></ul>			Timeline, BC(BCE)/AD, century, decade, chronological, chronology, evidence, artefact, Stone Age, prehistoric, Paleolithic, Mesolithic, Neolithic, cave paintings, hunter-gatherers, tribe, survival, remains, preserved, settlements, Skara Brae, Orkney Islands, Stonehenge, monument, standing stones, Bronze Age, alloy, grave goods, round barrows, Iron Age, hillforts, Celts, Caesar, emperor, Colosseum, Rome, Roman Empire, Britannia, Latin, invasion, conquer, rebellion, aqueducts, centaur, resistance, invasion, defeat, massacre, warrior, conquer, rule, period.		
			Quality Literature Links		
			<div></div>		
Year 4 Disciplinary Knowledge					
Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Explain how people/events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Explain how people and events in the past have influenced life today.	Explain similarities and differences between an aspect of society e.g. the religious beliefs of the Romans and native Britons.	Explain advancements in technology in Roman Britain.	Devise own questions to find answers about the past. Begin to undertake own research. Compare different accounts of an event and explain why they may differ.	Find and analyse a wide range of evidence about the past. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.



# YEAR 5

# HISTORY CURRICULUM

## Year 5 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes	Topics of Study-Substantive Concepts
<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the Norman era.</li> <li><b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<ul style="list-style-type: none"> <li>Anglo-Saxons and Scots: <b>Invasion and Empire/Settlements and Social History</b></li> <li>Vikings: <b>Invasion and Empire/Settlements and Social History</b></li> <li>Mayans: <b>Settlements and Social History</b></li> </ul>
Key Historical Knowledge and Understanding	Vocabulary
<ul style="list-style-type: none"> <li>Know that the Anglo-Saxons raided Roman Britain around 350 AD and that the Romans left Britain in 410AD. The Anglo-Saxon settlement then began.</li> <li>Know that the Anglo Saxons were made up of 3 groups: the Angles, the Saxons and the Jutes. They came from the east from Germany, Denmark and the Netherlands., arriving in longboats.</li> <li>Know that the Anglo-Saxons came looking for farmland and because their lands were flooded. They were invited over to help fight the Scots.</li> <li>Know that the he Anglo Saxons lived very differently to the Romans who settled in Britain before them. Britain was split into 7 Kingdoms, each with its own ruler.</li> <li>The Saxons built mainly in wood, although some of their stone churches remain. Anglo-Saxons houses were huts made of wood with roofs thatched with straw.</li> <li>Know that the early Anglo Saxons who settled in Britain were pagans who believed in gods of nature. Over the course of 100 years the Anglo Saxons converted to Christianity.</li> <li>Know and understand what it was like to live and grow up in the Anglo-Saxon era for different people.</li> <li>Know that Alfred the great was the Alfred was the first Saxon King to cooperate with the Vikings and established the Danelaw.</li> <li>Know that the Vikings travelled from Scandinavia on long-ships and carried out raids in Britain.</li> <li>Know that Viking artefacts have been found across Britain, including a Viking helmet in Yarm.</li> <li>Know that Vikings invaded the monastery of Lindisfarne, and attacked villages and towns in Wales, Scotland, Ireland, the Isle of Man and England.</li> <li>Know that the Vikings arrived in York (Jorvik) which became the Viking capital of England.</li> <li>Know that the Vikings were excellent seafarers, farmers, explorers and traders but also brutal raiders.</li> <li>Know that the Anglo-Saxons and Vikings lived alongside each other but frequently fought.</li> <li>Know that Athelstan (grandson of Alfred the great) was first king of all England.</li> <li>Know that the Maya people were an ancient civilisation in Mexico around the same time as the Anglo-Saxons were living in Britain. Know that this civilisation was able to grow due to success in farming.</li> <li>Understand how key aspects of the Maya civilisation differed from the Anglo-Saxons, and know some ways in which Maya influence the modern way of life today.</li> </ul>	<p>Timeline, BC(BCE)/AD(CE), century, decade, chronological, chronology, evidence, Ancient Kingdom (Angles, Saxons and Jutes) empire, settlement, unity, Christianity, Monks/Monasteries, invasion, Lindisfarne, raid, pagan, Danelaw, resistance, invade, heir, kingdoms, settlements, Scandinavia, Denmark, Norway, Sweden, invaders, pillage, raid, long-ships, replica, intact, unembellished, seafarers, brutal, government, 'thing', justice, fertility, wisdom, Maya, Mexico, obsidian, limestone,</p> <hr/> <p><b>Quality Literature Links</b></p> <div data-bbox="1473 906 1680 1168"> </div> <div data-bbox="1727 884 1912 1168"> </div> <div data-bbox="1939 895 2114 1157"> </div>

## Year 5 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Describe connections and contrasts between aspects of history, people, events and artefacts e.g. <b>within</b> Anglo-Saxon Britain.	Describe the achievements of the Anglo-Saxons and their significance to human development.	Distinguish between a primary and secondary source of information when investigating the past. Use different evidence to collect information about the past ceramics, pictures, documents etc.	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past.




# YEAR 6

# HISTORY CURRICULUM



## Year 6 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes		Topics of Study-Substantive Concepts
<ul style="list-style-type: none"> <li>Local History study</li> <li>Britain beyond 1066</li> </ul>		<ul style="list-style-type: none"> <li>Industrial Middlesbrough-<b>Communication and Invention</b></li> <li>World War II-<b>Invasion and Empire/Invention</b></li> <li>Mayan civilization-<b>Settlements and Social History/Communication and Invention</b></li> </ul>
Key Historical Knowledge and Understanding		Vocabulary
<ul style="list-style-type: none"> <li>Know that before the Industrial Revolution Middlesbrough did not exist however, by 1900 the population of Middlesbrough had increased to over 90,000.</li> <li>Know that farming used to be the most common job but during the Industrial Revolution the iron works were created by Henry Bolckow and John Vaughan. The importance of the area to the developing iron and steel trade gave it the nickname "Ironopolis".</li> <li>Know that the Pease family started and managed the Stockton and Darlington Railway Company and that Joseph Pease was a railway pioneer who also had interests in quarries and ironstone mines.</li> <li>Know that Adolf Hitler was a dictator who was leader of the Nazi Party in Germany. He had prejudice against Jews, Roma and Polish people.</li> <li>Know that in 1939, Hitler invaded Poland and that Britain declared war on Germany.</li> <li>Know that Neville Chamberlain was prime minister at the start of World War II but that in May 1940, Winston Churchill took over the position. Know that Churchill prepared the country for a battle in Britain as a Nazi operation to land in Britain was imminent.</li> <li>Know the significance of Dunkirk and what happened during Operation Dynamo .</li> <li>Know that the Battle of Britain occurred in 1940 and involved aerial warfare.</li> <li>Know that during the Blitz, Hitler continued to attack Britain through increased aerial bombing of UK towns and cities. Understand how citizens took steps to protect themselves during the Blitz.</li> <li>Know that food rationing was introduced to ensure that everyone had a fair share of food; with the UK being an island, lots of food is imported. Hitler attacked supply ships to try and defeat Britain.</li> <li>Know that during the war children, women and other vulnerable people were evacuated to the countryside from their city dwellings, in an attempt to keep them safe.</li> <li>Know some ways in which women contributed to the war effort and understand the significance of changes in society as a result of the role of women during the war.</li> <li>Know the key events of D-Day and understand why it was so significant.</li> <li>Know that VE Day happened on 8th May, 1945, what it meant and how people celebrated.</li> <li>Understand the impact the overall conflict had on society and how it led to permanent changes in the way we live in Britain.</li> </ul>		<p>Revolution, industry, iron ore, trade, transportation, destination, development, import, export, regeneration, levelling-up, powerhouse, prejudice, dictator, Blitz, Axis, Allies, neutral, Dambuster Raid, aerial, supply, evacuation, invasion, conflict, Spitfire, Messerschmitt, Anderson Shelter, Morrison Shelter, black-out, host families, volunteers, conscription, stereotypical, Women's Land Army, WAAF, WRENs, propaganda, Operation Overlord, Operation Neptune, collaborative, bias, perspective, economy, social change</p>
		Quality Literature Links
		

## Year 6 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the period World War II.	Evaluate the achievements of the British and their allies during WWII, as a turning point in British history in the context of then and now.	Use sources of information to form testable hypothesis about the past. Locate and analyse relevant information to justify claims about the past. Investigate own lines of enquiry by posing valid questions to answer.	Show an awareness of the concept of propaganda. Know that people in the past represent events or ideas in a way that may be used to persuade others. Begin to evaluate the usefulness of sources.