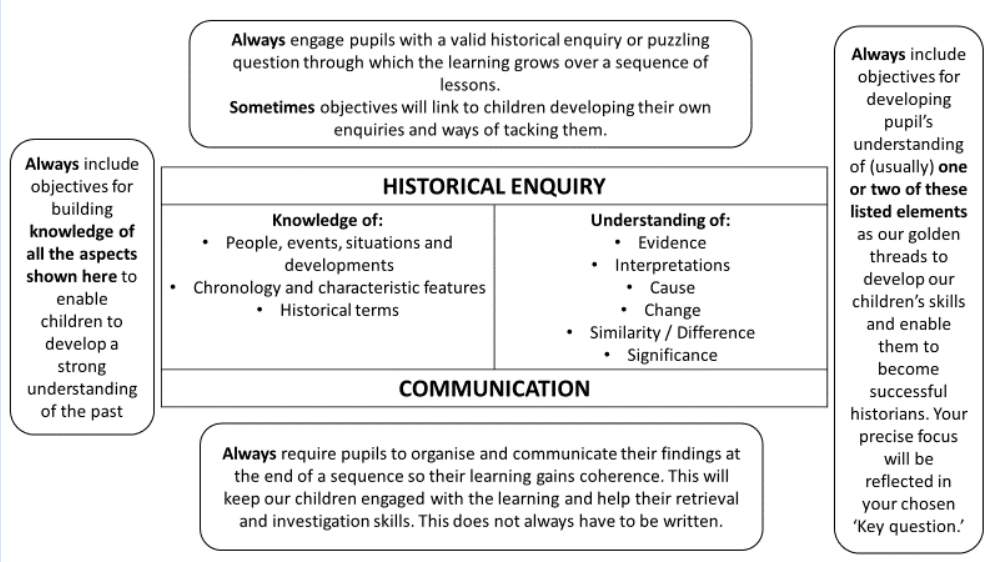
# History Progression of Skills and Knowledge

## Intention

Our intent is to provide our pupils with a coherent historical narrative of the British Isles from pre-history to the second world war looking at ancient civilisations in the wider world on the way and exploring how they have influenced the development of the UK. We ensure our curriculum is ambitious and well-sequenced, with a clear progression of both substantive knowledge and vocabulary using our Skills and Knowledge Progression document, which is tailored to meet the needs of our Freemantle children. History is rich with exciting stories and different realties. As a subject it provides perfect opportunities for writing and creating fiction. As a consequence, history is hard wired in to our teaching of reading and writing. The journey from Stone Age to modern Britain is the most exciting story imaginable. We want our children to feel excited and enthused about history and, eager to find out more and to continue their conversations outside of school implementations.




| **Questions relating to key concepts that underpin all historical enquiry help to develop key skills and golden threads when revisited in a range of contexts.** | | | | |
|---|---|---|---|---|
| **Golden Threads** | ***EYFS*** | **KS1** | **LKS2** | **UKS2** |
| **Continuity and change** (in and between periods) | • *Look closely at similarities, differences, patterns and change.*<br>• *Develop understanding of growth, decay and changes over time* | • *Identify similarities/ differences between ways of life at different times* | • *Describe/ make links between main events, situations and changes within and across different periods/societies* | • *Identify and explain change and continuity within and across periods* |
| **Cause and effect** | • Question why things happen ang give explanations | • *Recognise why people did things, why events happened and what happened as a result* | • *Identify and give reasons for, results of historical events, situations and changes* | • *Analyse/ explain reasons for, and results of, historical events, situations and changes* |
| **Similarity and difference** within periods/situations (diversity) | • Know about similarities and differences between themselves and others, and among communities, families and traditions. | • *Make simple observations about different types of people, events and beliefs within a society* | • *Describe social, cultural, religious and ethnic diversity in Britain and the wider world* | • *Understand and explain/ analyse diverse experiences and ideas, beliefs, attitudes of med, women and children in past societies* |
| **Significance** of people / events | • *Recognise and describe special times or events for family or friends* | • *Talk about who was important (eg: in a historical account)* | • *Identify historically significant people and events in situations* | • *Consider/ explain the significance of events, people and developments in their context and in the present* |

## EYFS

| Understanding the World | Past and Present | People, Culture and Communities | The Natural World |
|---|---|---|---|
| In EYFS children explore similarities and differences between themselves and others and among families, communities and traditions. This helps them to become aware of their own position in the wider world, understand their own history and that of others.<br>Children are taught to recognise and understand the consequences of their own behaviour and that of others, which lays the foundations for further historical study.<br>Children explore the world through purposeful play and develop conceptual understanding of how events and their environments impact their daily lives, recognising that they are part of a society locally and globally. | By participating in discussions about significant events that have impacted their lives personally, children can begin to set the foundations for understanding how their past can impact their personal identities. Through the use of visual timetables and memory boxes, children will begin to understand the concept of chronology, related to past and present. Through meaningful discussions children can begin conceptualise their personal experiences and what is important to them by talking about people and things which are not present. Through meaningful discussions and asking questions about well-known stories, photographs, toys and family experiences children will be able to recognise similarities and differences between their personal experiences and past events. | In EYFS children discuss the lives and influences of people significant to them and their own personal experiences. Through the multicultural make up of our school, the children explore and celebrate other people's cultures and learn about special times for their friends. Children explore similarities and differences within families in their class, and embrace each family's own personal history. | Through purposeful play and outdoor activities, children explore the world around them, and develop their own conceptual understanding of how their environment influences their decisions, preferences and personal experiences. Through exploring changes over time children gain an understanding of how time impacts the natural world and how the cyclical changes of the seasons influence or decisions. |

## KS1 and KS2 'Golden Threads'

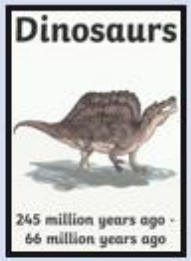
| Constructing the past | Sequencing the past | Change and development | Cause and effect | Significance and interpretations | Planning and carrying out a historical enquiry | Using sources as evidence |
|---|---|---|---|---|---|---|
| **1-**Children can remember and discuss key events that they have studied and begin to have an understanding of when past events happened in relation to themselves.<br><br>**2**- Chn can explain a range of features covering family, local, national and global history and draw a range of conclusions (eg: recall the more significant events that led to the Titanic sinking)<br><br>**3-** Chn can identify details from several | **1-** Chn can order some events they have learnt about with increasing accuracy from furthest away to most recent<br>Chn can use chronological language to discuss events with an adult more accurately (eg: now, then, yesterday, week, month)<br>Chn know what a timeline is and can depict a sequence of information (eg the main features of cooking in the correct order)<br><br>**2**- Chn can understand securely and use a wider range of vocabulary to show time<br>Chn can sequence independently on an annotated | **1-**Chn can discuss and identify a few similarities and differences within a topic (eg: old and new toys)<br><br>**2-** Chn can independently identify a range of similarities, differences and changes within a specific time period (Eg: using photos, how has Southampton High Street changed)<br><br>**3-** Chn can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. (Eg: similarities and differences to daily | **1-**Chn can identify one cause for and effect of several events covered<br><br>**2-** Chn can identify a few relevant causes and effects of some main events covered (eg: identify several events that 'caused' the increased loss of life on the Titanic)<br><br>**3-** Chn can describe some relevant causes for, and effects on, some of the key events and developments covered<br><br>**4-** Chn can comment on the importance of causes | **1-** Chn can consider a reason why an event or person might be significant<br><br>**2-** Chn can identify a range of reasons why they believe that a person or event is significant and begin to offer some comments to justify their thinking.<br><br>**3-** Chn can select what is most significant in a historical account.<br>Chn can provide a reason why two accounts of the same event might differ.<br><br>**4-** Chn can explain why some aspects of historical accounts, | **1-** Chn can have discussions with teachers asking and answering a few valid historical questions<br><br>**2-** Chn can use historical vocabulary to answer valid historical enquiry questions with guidance.<br><br>**3-** Chn can ask valid questions for enquiries and answer using a number of sources. (E.g. Produce a plan for investigating the daily life of an Iron age Settler and use | **1-** Chn can extract information with help from several different types of source (eg: pictures, a story, diary, artefacts)<br><br>**2-** Chn can extract information independently from several different types of source (eg: pictures, a story, diary, artefacts)<br><br>**3-** Chn can understand how sources can be used to answer a range of historical questions.<br><br>**4-**Chn can recognise possible uses of a range of |

| | | | | | | |
|---|---|---|---|---|---|---|
| themes, societies, events and significant people<br><br>**4-** The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. (E.g. Recall a number of details about the Ancient Romans and their achievements)<br><br>**5-** Chn can understand some features associated with themes, societies, people and events<br><br>**6-** Chn can provide overviews of the most significant features of different themes, individuals, societies and events covered. | timeline a number of objects or events related to study.<br><br>**3-** Chn can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. (E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Age)<br><br>**4-** Chn can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.<br><br>**5-** Chn can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. (E.g. Place many of the important WW1 developments, people and events on an annotated timeline.)<br><br>**6-** Chn can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. | life in the Stone and Iron age)<br><br>**4-** Chn can make valid statements about the main similarities, differences and changes occurring within topics. (E.g. Categorise changes into the different periods of Anglo Saxon Britain)<br><br>**5-** Chn can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. (E.g. Decide why the appointment of a police force is of particular importance.)<br><br>**6-** Chn can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change | and effects for some of the key events and developments within topics. (E.g. Explain why improved farming in Britain made it more desirable to Saxon invaders)<br><br>**5-** Chn can place several valid causes and effects in an order of importance relating to events and developments. E.g. List several causes and place them in an order of importance as to why the First World War began.<br><br>**6-** Chn can explain the role and significance of different causes and effects of a range of events and developments. | themes or periods are significant.<br>Chn can comment on a range of possible reasons for differences in a number of accounts.<br><br>**5-** Chn can describe the significant issues in many of the topics covered.<br>Chn can identify different interpretations for events, developments and people covered in a range of UKS2 topics.<br><br>**6-** Chn can explain reasons why particular aspects of a historical event, development, society or person were of particular significance<br>Chn can explain how and why it is possible to have different interpretations of the same event or person. | different sources to produce a biography)<br><br>**4-** Chn can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. (E.g. Plan a script for a radio play about the importance of Alfred the Great and produce the script based on several different sources.)<br><br>**5-** Chn can reach a valid conclusion based on devising and answering questions relating to a historical enquiry<br><br>**6-** Chn can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement | sources for answering historical enquiries<br><br>**5-** Chn can accept and reject sources based on valid criteria when carrying out particular enquiries. (E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the First World War.)<br><br>**6-** Chn can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. (E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.) |

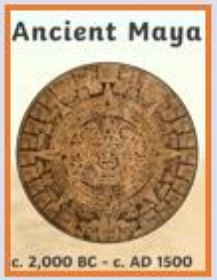
## Whole school substantive concepts

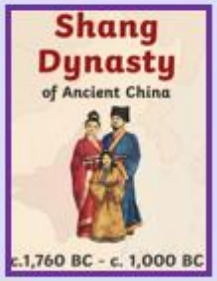
Substantive concepts form the 'substance' of your learning. These themes need to be explored and referred through in order to answer enquiry questions across the school to help build the children's understanding of the past and enable them to make strong links as effective historians.






Y4 Su2: The Mayans

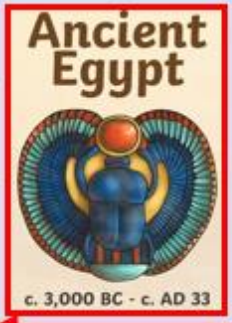



Y5 Sp2: Crime and Punishment Trough the Ages.

# World History

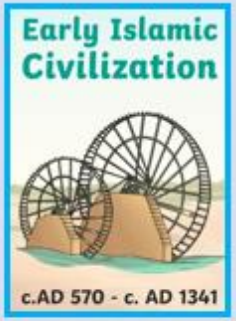
Y5 Su1: Ancient Egypt

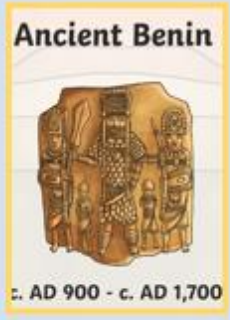






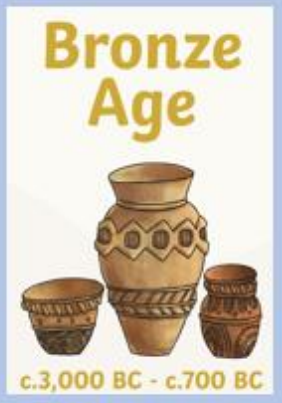
Y6 Sp2: Ancient Greece



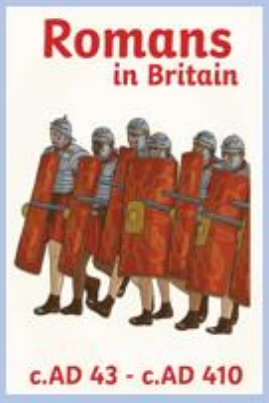

# British history















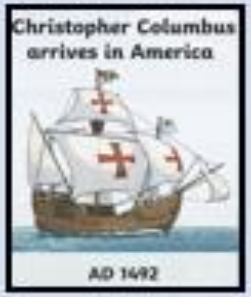

Y4 A1: Technological Developments Through the Ages.

Y3 A1 & Su1: Pre Roman Britain

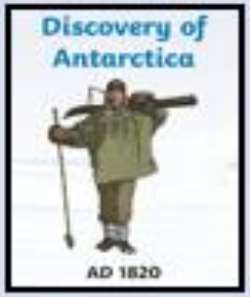
Y3 Su2: Roman Britain

Y4 Su1: The Vikings and Anglo-Saxons

## World History




Y1 Su2: Christopher Columbus







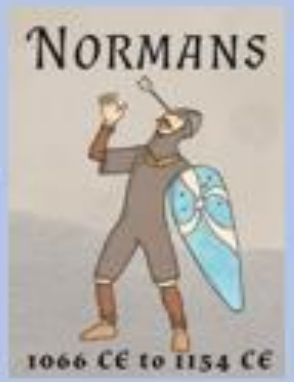


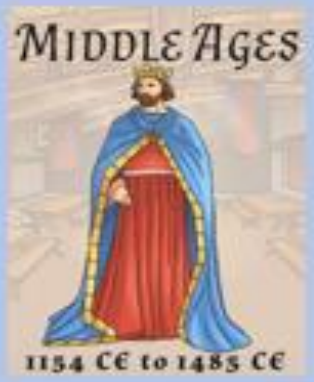


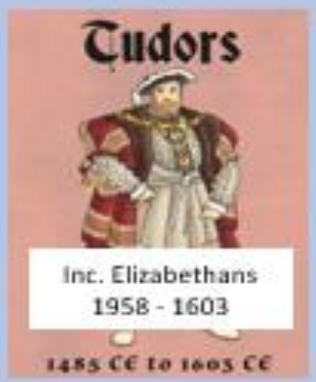





## British history









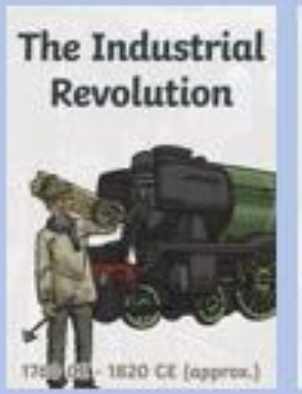

Y2 A1: Great Fire of London

Y1 Sp2: Mary Anning 1799

World History




British history













Y2 Su2: Rosa Parks and Emmeline Pankhurst 1955

Y1 A1: Florence Nightingale 1820

Y2 Sp1: Sinking of the Titanic 1912

Y5 A2: WW1

Inter-war

Y6 A2: WW2

Post-war

Modern hist

# Rationale for study in KS1 and KS2

| Term: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 1 | **Hi 1.3 – Significant individual**<br>The children are beginning to explore the idea of significant individuals outside of their own personal history and who can be considered a 'superhero.'<br><br>Queen Victoria and Florence Nightingale | | **Hi 1.1-events within living memory**<br>Children continue to draw comparisons between their experiences and their grandparents by examining how toys have changed and developed. | **Hi 1.3 – Significant individual**<br>Children continue to develop their knowledge of significant individuals by studying Mary Anning and discussing how her discoveries have helped people to become 'time detectives' | | **Hi 1.3 – Significant individual**<br>Linking to their topic of adventures and journeys the children will make comparisons between Christopher Columbus and Amy Johnson. They will have explored significant individuals earlier in the year that link to their topic and this will enable them to deepen their learning by drawing comparisons with support. |
| Year 2 | **Hi 1.2- Event beyond living memory (and 1.4, locality)**<br>Building on their prior knowledge of understanding significant events and people the children look at the Great Fire of London as a significant event. This links with their text so that knowledge is embedded throughout their learning and they explore the causes and consequences of the Great Fire and how this impacted cities across the country, including Southampton. | | **Hi 1.2- Event beyond living memory (and 1.4, locality)**<br>The children have begun to develop an understanding of their locality in their former historical enquiry and how significant events can impact an area. In this half term the children begin to look at a significant local event (the sinking of the Titanic) and how the disaster impacted our local area and national laws. They deepen this knowledge when visiting out local Titanic museum. | | | **Hi 1.2, and 1.3 – Exploring and comparing two significant individuals and the events within living memory that influenced change**<br>The children have developed their understanding of cause and consequence as well as hierarchy and power so far this year. In this final half term, they look at two women who fought for equality: Rosa Parks and Emmeline Pankhurst. They will be comparing the achievements of both women and actively investigating how their sacrifices have impacted our modern-day society and the lives of the children in the class. |
| Year 3 | **Hi2 2.1 Pre-Roman Britain**<br>In Key Stage 2 children look in more detail at British history in order to understand how our country and society has developed over time. We look at British | | | | **Hi2 2.1 Pre-Roman Britain**<br>In this half term the children continue to develop their understanding of British history in order to | **Hi2 1.2 Roman Britain**<br>Roman Britain is taught here in year 3 to follow on from their Pre-Roman Britain learning. It links to their prior learning because the children investigate the changes of pre- |

| | | | | | | |
|---|---|---|---|---|---|---|
| | History in Chronological order in order to provide children with a strong understanding of how the different time periods link together. | | | | understand how our country and society has developed over time. We look at British History in Chronological order in order to provide children with a strong understanding of how the different time periods link together. | Roman Britain by answering the enquiry question based around 'why' someone would invade Britain at this time. |
| **Year 4** | **<u>Hi2 2.2 Thematic Study</u>** As a half term unit year 4 focuses on changes in History, particularly focusing on technological developments in Britain from the Stone Age to the Iron Age and developments compared with those in recent history. We teach this here in order to build on the children's knowledge of pre-Roman Britain and what developments happened prior to the Roman era. This is taught as a half term topic and strongly links to their English text which focuses on the theme of everyday life. | | | | **<u>Hi2 1.4 Viking and Anglo-Saxon Struggle</u>** We teach this here in order to continue the learning chronologically and explain to the children that two periods of history could coexist at the same time. Ultimately the Anglo Saxon and Viking 'struggle' is what created 'England' as one country and this is important for the children to understand. It is also important for children to recognise that although Vikings are presented in a specific way in the media the sources tell a different story. This helps to build their skills when questioning the reliability of source material. | **<u>Hi2 2.5 Non-European Study</u>** Maya civilisation is taught after the Vikings to solidify that not all periods of history were global. In LKS2 prior to this we have focused on developing the children's understanding of British history but now we are ready to draw comparisons with societies outside of Europe. The period of Maya civilisation to focus on is circa AD900 in order to draw parallels with Viking Britain which the children will have just studied. This will help to develop their enquiry and reasoning skills. |
| **Year 5** | | **<u>Hi2 2.1 Local History WW1</u>** As children have matured further into UKS2 they can begin to explore more complex and recent themes of learning. We introduce children | | **<u>Hi2 2.2 Thematic Study</u>** Crime and punishment is an incredibly popular topic and revisits much of the learning from LKS2 in order to investigate how crime and punishment has changed in Britain. We teach this in year 5 as part of a half term topic which links strongly to their | **<u>Hi2 2.3 Early Civilisations</u>** By studying Ancient Egypt children have the opportunity and emotional maturity to begin to logically discuss the significance of primary sources and | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | to the background of WW1 in as their topic theme and their main text is *Private Peaceful*. By developing their natural curiosity, we return to our local history and investigate the strategic importance of Southampton in WW1.<br>This also coincides with Armistice. | | English text with the themes of justice. The children are able to discuss how our justice system has developed and compare this societal change with other countries that they are exposed to in wider reading. | make links with their prior learning. | |
| **Year 6** | | **Hi2 2.1 Local History – WW2**<br>Building on the background information that the children have been exposed to in Year 5, children in year 6 explore the topic of WW2 through their reading and writing sessions where they focus on O*nce*. The contextual information they learn through other subjects enables them to successfully investigate the impact of WW2 on children locally. They will be able to use primary sources and develop their own understanding of how this conflict | | **Hi2 2.4 Ancient Greece**<br>Democracy and the development of fair voting systems are incredibly complex ideas for children to understand. In year 6 children have a stronger understanding of the world and are able to confidently analyse and question sources in order to answer enquiries more independently. The huge amount of developments in Ancient Greece and how they impacted Modern Britain are an excellent topic for Year 6 children to explore.<br>The key ideas and influence that Greek thinkers had on our world also link in a cross curricular sense to the themes studied in Year 6 texts. | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | affected their locality. | | | | |

**History linked to Academy Curriculum Map**

| Freemantle Academy Curriculum Map 2023 – 2024<br>Curriculum Themes linked to the Freemantle Reading Spine | | | | | | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | Marvellous Me<br><br>*How have I changed since I was a baby?*<br>*Who is my family?*<br>*What people are important to me?* | Let's Celebrate<br><br>*What are special times for me and my family?*<br>*What happens on my birthday?*<br>*How do my friends celebrate events?*<br>*How do the seasons change?*<br>*How does the weather influence what I wear?* | Once upon a Fairy Tale<br><br>*What are our favourite books?*<br>*What stories do my families read to me? What happens during winter?*<br>*How does the weather influence what I wear?* | Adventurous Explorers<br><br>*What happens during Spring? What do we wear in Spring?* | Amazing Animals<br><br>*What is my favourite animal?*<br>*Where have I seen different animals?* | The Great Outdoors<br><br>*What is so special about me now?*<br>*What happens at school?*<br>*How will things change?* |
| **Reception** | Magical Me<br><br>*How have I changed since I was a baby?*<br>*Who is my family?*<br>*What people are important to me?* | All that glitters<br><br>*What are special times for me and my family?*<br>*What happens on my birthday?*<br>*How do my friends celebrate events?*<br>*What changes in Autumn?*<br>*How does the weather influence what I wear?* | Once upon a time, long ago…<br><br>*What do we mean by 'the past'?* | Ticket to ride<br><br>*What different transports do we know?*<br>*How did people used to travel?* | Our Wonderful World<br><br>*What happens during each season? How can I stay safe in different weather conditions?* | Pirate Adventure<br><br>*What have I enjoyed about year R?*<br>*What am I most looking forward to about year 1?* |
| **Year 1** | Superheroes<br><br>Hi 1.3<br>Florence Nightingale<br>*Why is Florence Nightingale considered a 'Superhero'?* | Autumn Magic | Toys<br><br>Hi 1.1<br>*How are my toys different to what my grandparents would have played with?* | Princesses vs. Dinosaurs<br><br>Hi 1.3<br>Mary Anning<br>*Why is Mary Anning considered a significant individual?* | Growth | Adventures and Journeys<br><br>Hi 1.3<br>Christopher Columbus<br>Amy Johnson<br>*Who was the more successful explorer?* |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | *What impact have Mary Anning's discoveries had on our understanding of the past?* | | *Whose explorations had the most impact on our lives?* |
| **Year 2** | City Life<br><br>Hi 1.2<br>*How did the Great fire of London influence modern day building?* | Animal Kingdom | A world of Water<br><br>Hi 1.2<br>Hi 1.4<br>*How did the sinking of the Titanic affect Southampton?* | What a wonderful world | Explore Wonderland | Fabulous Friends and Families<br><br>Hi 1.2<br>Hi 1.3<br>*How have Emmeline Pankhurst and Rosa Parks influenced the rights of members of your family?* |
| **Year 3** | Iron Age and Stone Age<br><br>Hi2 1.1<br>Pre-Roman Britain<br>*If you were Julius Caesar, would you have invaded Britain in 55BC?* | Mysterious Forces | Away from home | Food Glorious Food | Great Explorers | Romans<br><br>Hi2 1.2<br>Roman Britain<br>*What impact did the Roman invasion have on Britain?* |
| **Year 4** | Thunderbolts and Lightning<br><br>Hi2 2.2<br>*How have technological developments impacted our lives?*<br>*What has been the most life-changing technological development?* | In and Out | Natural Disasters | Go With the Flow | Invasion!<br><br>Hi 1.4<br>*Did the Vikings destroy Anglo-Saxon Britain?* | Other Worlds<br><br>Hi2 2.5<br>Non-European Study<br>*How does Maya Civilisation compare to Viking Britain?* |
| **Year 5** | Frozen Kingdom | WW1<br><br>Hi2 2.1<br>Local History<br>*Was Southampton important in WW1?* | Space | Crime and Punishment<br><br>Hi2 2.2<br>Thematic Study<br>*How has crime and punishment changed in the past 1000 years?* | Ancient Egypt<br><br>Hi2 2.3<br>Ancient Civilisations<br>*What do Ancient Egyptian tombs teach us about Ancient Egypt?* | Unfortunate Events |

| Year 6 | Survival | WW2<br><br>Hi2 2.1<br>Local History<br>*How were the lives of children in Southampton affected by WW2?* | Save the Rainforest<br><br>Hi2 2.2<br>Thematic Study<br>*How did the advancements from the industrial Revolution help to shape Britain today?* | Ancient Greeks<br><br>Hi2 2.4<br>*How have Ancient Greek ideas influenced modern society?* | The Human Body | Me: My Place in the Wider World |
|---|---|---|---|---|---|---|

## Nursery

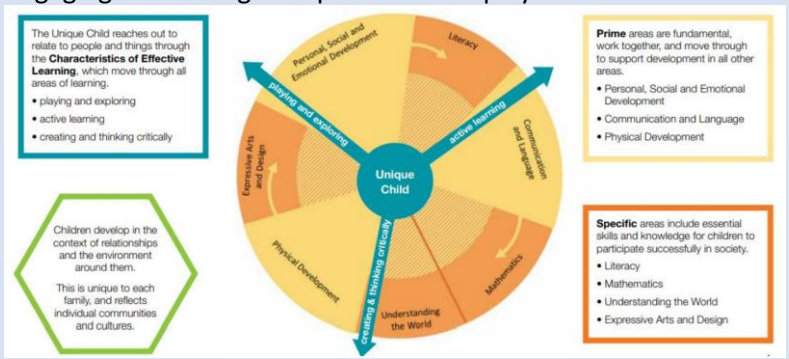
**Pupils in Nursery will…**

Talk about the lives of the 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.

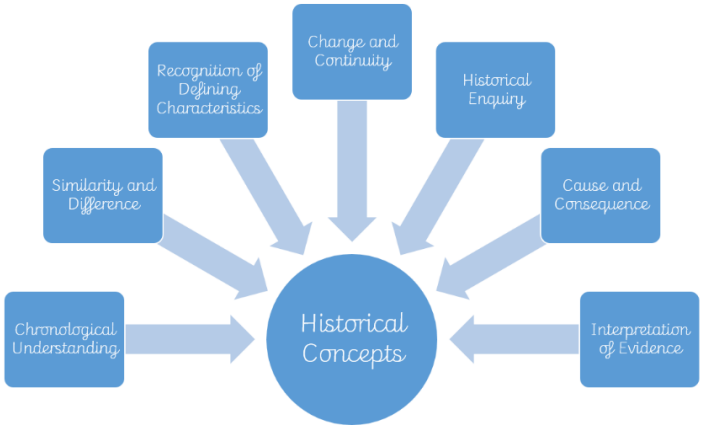
Children will develop their understanding of the world through engaging in meaningful exploration and play.




**Prior Learning**

Children would have had experiences personal to their families that would have helped them to begin to develop an understanding of their specific worlds.

**Second order concepts:**




**Substantive concepts:** Community and culture, exploration and invention

**Procedural skills:** communication, expressing opinions, exploration.

**Key Skills**

Communication, exploration, turn taking, thinking critically and presenting opinions, active learning, sharing, building relationships, curiosity.

**Key Questions:**

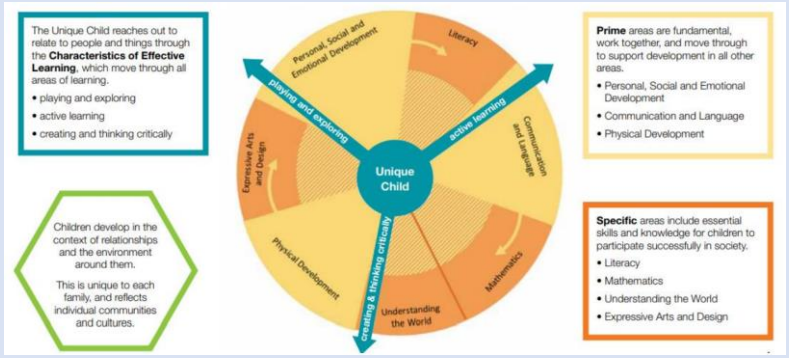
*How have I changed since I was a baby?*
*Who is my family?*
*What people are important to me?*
*What are special times for me and my family?*
*What happens on my birthday?*
*How do my friends celebrate events?*
*How do the seasons change?*
*How does the weather influence what I wear?*
*What are our favourite books?*
*What stories do my families read to me?*
*What happens during Spring?*
*What do we wear in Spring?*
*What is my favourite animal?*
*Where have I seen different animals?*
*What is so special about me now?*
*What happens at school?*
*How will things change?*

**Vocabulary**
Now, next, yesterday, today, tomorrow, long ago, change, difference, who, what, family, parents, grandparents, remember, when, month, season, Spring, Summer, Autumn, Winter, celebration, event, Christmas, memory, new, old, clue.

## Reception

### Pupils in Reception will…

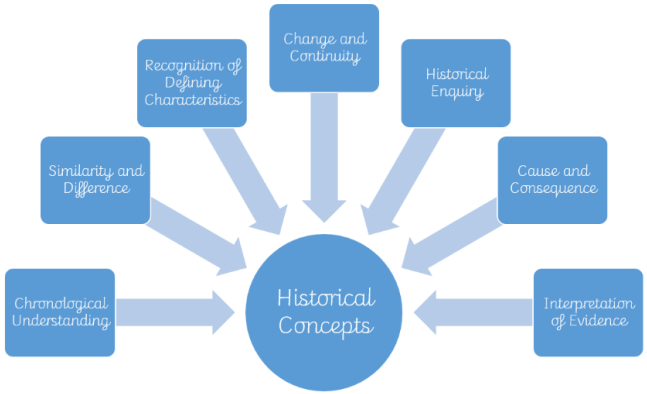
Talk about the lives of the people around them and their roles in society.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.
Children will develop their understanding of the world through engaging in meaningful exploration and play.



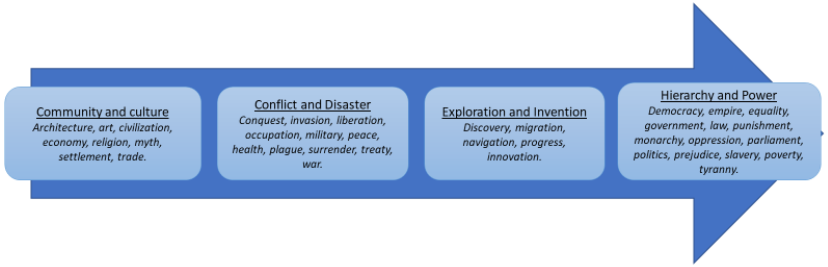

### Prior Learning

Children would have begun to expand their understanding of the world though experiences with their families, friends and purposeful exploratory play in nursery.

### Second order concepts:




**Substantive concepts:** Community and culture, exploration and invention, hierarchy and power




### Key Questions:

*How have I changed since I was a baby?*
*Who is my family?*
*What people are important to me?*
*What are special times for me and my family?*
*What happens on my birthday?*
*How do my friends celebrate events?*
*How do the seasons change?*
*How does the weather influence what I wear?*
*Who are the important people at school?*
*What do we mean by 'the past'?*
*What are our favourite books?*
*What stories do my families read to me? What happens during winter? How does the weather influence what I wear?*
*How can I stay safe in different weather conditions?*
*What different transports do we know?*
*How did people used to travel?*
*What is so special about me now?*
*What have I enjoyed about Year R?*
*What do I think will be different in Year 1?*

**Key Skills**
Communication, exploration, turn taking, thinking critically and presenting opinions, active learning, sharing, building relationships, curiosity, asking questions, answering questions.

**New vocabulary**
Now, next, yesterday, today, tomorrow, long ago, change, difference, who, what, family, parents, grandparents, remember, when, month, season, Spring, Summer, Autumn, Winter, celebration, event, Christmas, memory, new, old, clue, past, present, future, transport.

## Year One

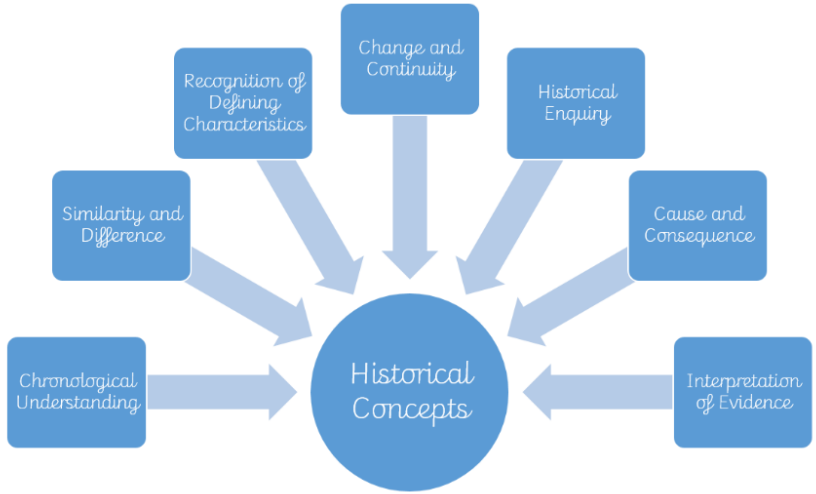
### Pupils in Year One will…

Develop their understanding of history in the wider world by learning about significant individuals in the past and begin to understand how these people have influenced changes around the world which shape their own personal experiences.
They will begin to construct the past by remembering key events they have been taught. Children will begin to sequence the past by using chronological language to discuss events with an adult more accurately and be aware of timelines and how to order events on them in terms of 'old' to 'new'.
With adult assistance children will be able to discuss a few similarities and differences within a topic. They will begin to consider reasons why a person or event could be considered significant by having discussions with their peers and adults in the room and beginning to ask and answer some valid questions designed to develop their historical understanding. They will be exposed to many different types of source material for children to practise extracting information from with guidance.

### Prior Learning

By the time children begin year one they should have developed a strong understanding of their own cultures and experiences in the wider world. Through exploration, building relationships and meaningful play our pupils will have fed their natural curiosity and have a basic understanding of how to begin drawing comparisons and appreciate how the world may have changed.

### Second order concepts:




**Substantive concepts:** Community and culture, exploration and invention, hierarchy and power, conflict and disaster.

### Key Questions:

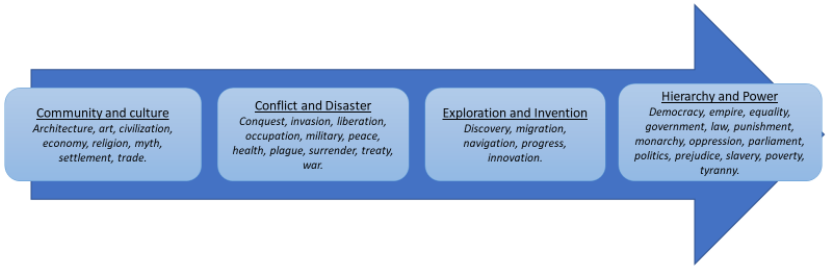
*Why is Florence Nightingale considered a 'Superhero'?*

*Why do we remember the war on armistice day?*
*Who do we remember on armistice day?*

*Why is Mary Anning considered a significant individual?*
*What impact have Mary Anning's discoveries had on our understanding of the past?*

*Christopher Columbus*
*Amy Johnson: Who was the more successful explorer?*
*Whose explorations had the most impact on our lives?*

*How have I changed since I was a baby?*
*How are my toys different to the toys my grandparents had?*
*How do you think toys might continue to change?*

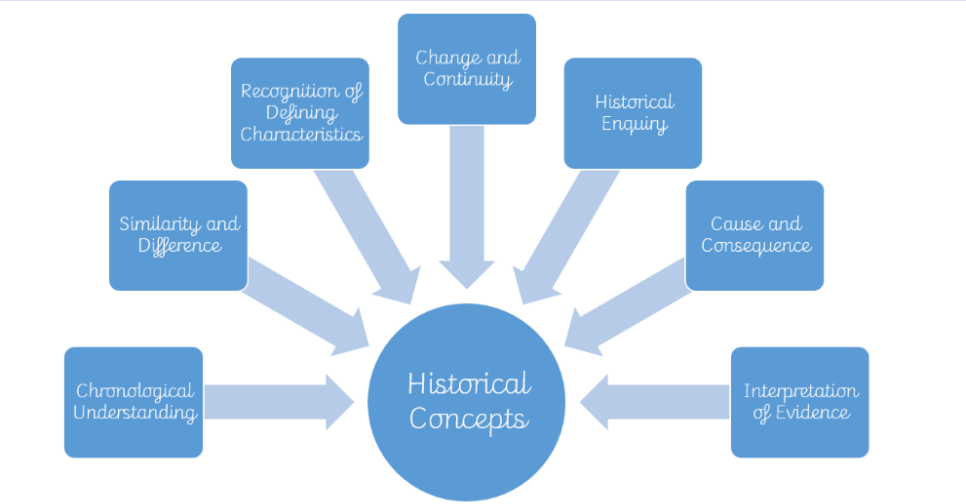
<table>
<tr>
<td></td>
<td>
</td>
<td>Which toys are old?</td>
</tr>
<tr>
<td colspan="2">Key Skills<br>Communication, exploration, turn taking, thinking critically and presenting opinions, active learning, sharing, building relationships, curiosity, answering questions, asking questions, ordering photos.</td>
<td rowspan="2"></td>
</tr>
<tr>
<td colspan="2">New vocabulary<br>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, Who?, What?, materials, plastic, remember, decade, long ago, timeline, important, similar, living memory, beyond living memory, comparison, invention, photograph, artefact, change, successful, explore, influence, discovery, now, fossil, Mary Anning, Jurassic, archaeology, cliffs, beach, evidence, coast, Lyme Regis, cliffs, predator, prey, herbivore, carnivore.</td>
</tr>
<tr>
<td colspan="3">Year Two</td>
</tr>
<tr>
<td>Pupils in Year Two will…<br>Examine and discuss significant individuals and events in Southampton and the UK</td>
<td>Prior Learning<br>Children would have begun to develop their chronological understanding and started to make their own links with historical events in relation to their own experiences.</td>
<td>Key Questions:<br><br>How did the Great fire of London influence modern day building?</td>
</tr>
</table>

whilst exploring ideas of fairness, equality and development.

**Their learning will ensure that pupils will:**

- Begin to explain a range of features covering family, local, national and global history and draw a range of conclusions (eg: recall the more significant events that led to the Titanic sinking)
- Children will understand securely and use a wider range of vocabulary to show time and sequence independently on an annotated timeline a number of objects or events related to study.
- Pupils will independently identify a range of similarities, differences and changes within a specific time period (Eg: using photos, how has Southampton High Street changed)
- They will identify a few relevant causes and effects of some main events covered (eg: identify several events that 'caused' the increased loss of life on the Titanic)
- Children will be able to identify a range of reasons why they believe that a person or event is significant and begin to offer some comments to justify their thinking.
- They will start to use historical vocabulary to answer valid historical enquiry questions with guidance and extract information independently from several different types of source (eg: pictures, a story, diary, artefacts)

**Second order concepts:**




**Substantive concepts:** Community and culture, exploration and invention, hierarchy and power, conflict and disaster.




Why did the fire spread so quickly?
How has Southampton changed over time?
Was London better after the Great Fire of London?

How did the sinking of the Titanic affect Southampton?
Did everybody have an equal experience on the Titanic?
What caused the Titanic to sink?
Why were so many lives lost to the sea when the Titanic sunk?
How did the sinking of the Titanic change the law?

How have Emmeline Pankhurst and Rosa Parks influenced the rights of members of your family?
Who is Emmeline Pankhurst?
Why was Emmeline Pankhurst significant?
Who was Rosa Parks?
Why was Rosa Parks significant?
Do we have an equal society now?

**Key Skills**

Communication, exploration, turn taking, thinking critically and presenting opinions, active learning, sharing, curiosity, answering questions, asking questions, ordering photos and events, justifying opinions with evidence, recalling information, remembering key events.

**New vocabulary**

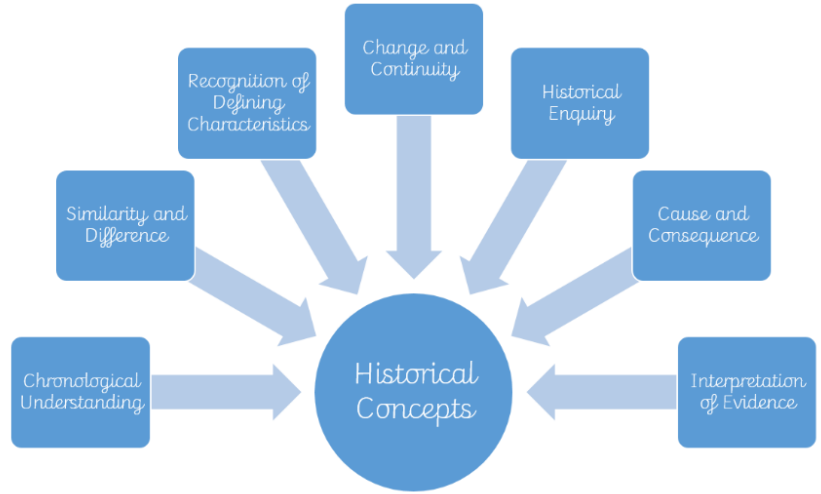
Chronological order, era/period, Parliament, The Great Fire of London, Samuel Pepys, diary, danger, building, spread, Pudding Lane, rescue, survive, memorial, investigate, research, evidence, primary source, secondary source, changes, developments, influence, historians, experts, opinion, artefact, disaster, legal, law, disaster, Titanic, White Star Lines, lifeboat, lookout, binoculars, iceberg, Captain Smith, Bruce Ismay, survivor, funnel, third class, crew, passenger, first class, second class, Atlantic, America, experts, danger, survive, parliament, government, rich, poor, equality, vote, protest, rights.

| Year Three | | |
|---|---|---|
| **Pupils in Year Three will…**<br>Begin to contextualise British history by learning chronologically about the Pre-Roman and Roman era. | **Prior Learning**<br>Children have begun to explore second order concepts by examining significant individuals and events within and beyond living memory. This has enables them to begin to develop their historical skills and investigate how to use sources and knowledge to answer enquiry questions. | **Key Questions:**<br>**If you were Julius Caesar, would you have invaded Britain in 55BC?**<br>*What was Stone Age Britain like?*<br>*(Comparisons with modern life)* |

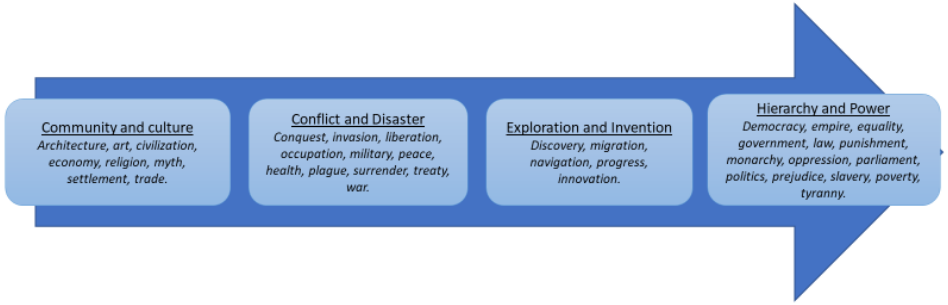
**This will ensure that:**

- Children will be able to identify details from several themes, societies, events and significant people
- They will begin to sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. (E.g. Group a few
- events, structures and artefacts belonging to the Bronze and Iron Age)
- Children will describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. (Eg: similarities and differences to daily life in the Stone and Iron age)
- They will start to describe some relevant causes for, and effects on, some of the key events and developments covered
- Through exposure to different sources and accounts children will select what is most significant in a historical account.
- With support, children will begin to provide a reason why two accounts of the same event might differ.
- Through regular exposure to enquiry children will ask valid questions for enquiries and answer using a number of sources. (E.g. Produce a plan for investigating the daily life of an Iron age Settler and use different sources to produce a biography)
- They will begin to understand how sources can be used to answer a range of historical questions.

**Second order concepts:**




**Substantive concepts:** Community and culture, exploration and invention, hierarchy and power, conflict and disaster.




*What can we learn from cave paintings?*
*What was Iron Age Britain like?*
*What can artefacts tell us about daily life in Stone-Age and Iron Age?*
*How did daily life change from Stone Age to Iron Age? (Compare transport, farming, forts homes, religious beliefs, technology)*
*Why would people want to settle in Britain at this time?*
*Was Iron Age Britain 'poor'?*

**Roman Britain**

**What impact did the Roman invasion have on Britain?**

*Why is the Roman Empire significant?*
*Why did the Romans want to invade Britain?*
*How did the Roman Empire spread?*
*How successful was the Roman Army?*
*What was different about Roman and Iron - Age towns?*
*What religious developments happened at this time?*
*What lasting impacts of Roman technology can still be seen today?*
*Were people more successful under Roman Rule?*
*Who was Boudicca and why was she important?*
*Was Boudicca a legitimate threat to Roman Rule?*
*Why did the Romans leave Britain?*

**Key Skills**

communication, expressing opinions, exploration, asking questions, drawing comparisons with their own lives, ordering events, remembering key events, comparing sources.

**New vocabulary**

Chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, tribe, Neolithic, Bronze Age, Skara Brae, hunter-gatherer, religion, spirits, Stonehenge, hill forts, sacrifice, Britons, nomad/nomadic, Boudicca, Iceni, Romans, invasion, civilisation, Emperor, Caesar, republic, empire, army/soldiers, resistance, conquest, revolt, colony, gods/goddesses, invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, first hand evidence, second hand evidence, myths and legends, oral

| | |
|---|---|
| history, museum, Centurion, Caesar, aqueduct, amphitheatre, villa, legion, Claudius, gladius, scutum, Colosseum, chronology, development, discovery. | |

## Year Four

**Pupils in Year Four will…**

Pupils will continue to work with primary and secondary sources to learn more about the developments in Britain during the Anglo-Saxon and Viking era. Later in the Year, Year 4 pupils will have gained sufficient chronological knowledge from their previous studies to explore history in a wider context and will learn about the Maya as a non-European study, making links with their previous knowledge of Britain and Europe and the same time.

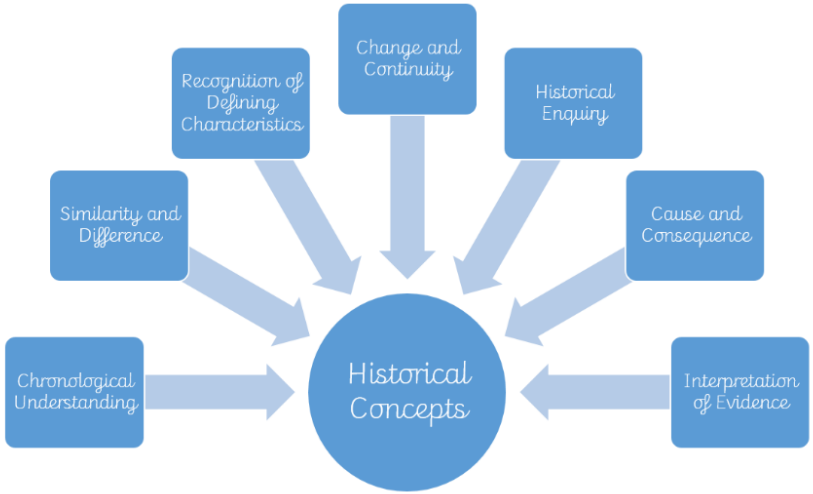
**This will ensure that:**

- They will be able to build on their prior learning and draw comparisons when building their knowledge.
- They will be able to identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. (E.g. Recall a number of details about the Ancient Romans and their achievements)
- Children will be able to sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.
- Pupils will grow in confidence and make valid statements about the main similarities, differences and changes occurring within topics. (E.g. Categorise changes into the different periods of Anglo Saxon Britain)
- Children will begin to comment on the importance of causes and effects for some of the key events and developments within topics. (E.g. Explain why improved farming in Britain made it more desirable to Saxon invaders)
- Pupils can explain why some aspects of historical accounts, themes or periods are significant.

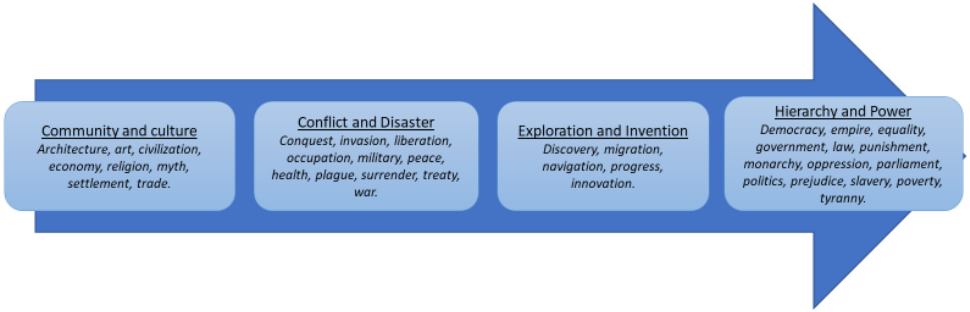
**Prior Learning**

Children will have previously worked with a variety of primary and secondary sources in their enquiries and begun to develop an understanding of Pre-Roman and Roman Britain.

**Second order concepts:**




**Substantive concepts:** Community and culture, exploration and invention, hierarchy and power, conflict and disaster.




**Key Questions:**
**In and Out**

**Hi 2 2.2 What do we mean by technological development?**

*How has technological development impacted our lives?*
*What has been the most life changing technological development?*
*How has technology changed the world we live in?*
*How has technology has changed from the Stone Age to the Iron Age?*
*How have technological developments impacted our current lives?*
*How have technological developments impacted older generations?*
*What are the impacts of technological development in our local area?*

**Hi 1.4**
**Did the Vikings destroy Anglo-Saxon Britain?**

*When did the Vikings first invade Britain?*
*What image do we have of the Vikings?*
*Why have the Vikings gained such a negative reputation?*
*How did Britons react to Viking Invasion?*
*Why did the Vikings target Anglo Saxon Monasteries?*
*How were the daily lives of Anglo Saxons and Vikings similar?*
*How close did the Vikings get to taking over the country?*
*How have recent excavations started to change our views on the Vikings?*
*What can we learn about Viking settlement from the study of place endings?*
*Why was king Aethelstan significant?*
*Raiders or Settlers: How should the Vikings be remembered?*

| | | |
|---|---|---|
| • Due to their previous learning, they can comment on a range of possible reasons for differences in a number of accounts.<br>• Children will be more confident in their skills and independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. (E.g. Plan a script for a radio play about the importance of Alfred the Great and produce the script based on several different sources.)<br>• From their previous source work, children will be able to recognise possible uses of a range of sources for answering historical enquiries. | | **Hi2 2.5**<br>**Non-European Study**<br>**How does Maya civilisation compare to Viking Britain?**<br>*Why should we study the Maya?*<br>*Where did the Maya live?*<br>*How was Maya Civilization able to thrive in Mesoamerican rainforests?*<br>*How did the Mayan Empire grow to be so powerful?*<br>*What was daily life like in Maya civilization?*<br>*How different was life for the rich and poor citizens of Maya?*<br>*What significant developments were made in Maya society?*<br>*How was Mayan religion different from European religions?*<br>*What religious and cultural significant did food have?*<br>*Why did the Maya end so suddenly?* |
| **Key Skills**<br>communication, expressing opinions, exploration, asking questions, drawing comparisons with their own lives, ordering events, remembering key events, comparing sources, linking ideas, beginning to recognise which information is significant, discussing cause and consequences. | | |
| **Vocabulary**<br>BC, AD, century, decade, significant, change, cause, consequence, invasion, settlement, BCE (before common era), CE (common era), millennium, thousands of years, timeline, primary source, settlement, tribes, kingdoms, chronicle, capital, Pagan, Christian, burial, artefact, invasion, raids, trade, development, change, conflict, monastery, conversion, migration, culture, consequences, justice, The Dark Ages, Britons, excavation, Saxons, Vikings, battles, Alfred the Great, Sutton Hoo, achievement, legacy, democracy, continuity, development, Ancient, Mesoamerica, Maya, Mexico, calendar, ritual, sacrifice, education, Chichen Itza, City State, Itzamna, Pyramid, Cacao, Decipher, Maize, Hieroglyphs, Epigrapher, Jade, excavate, astrology, stereotype. | | |

# Year Five

**Pupils in Year Five will…**

Continue to develop their skills as Historians by applying their enquiry skills to discuss the significance and reliability of sources when examining the impact of WW1 on their locality. Children will also deepen their knowledge on the ancient world by looking at how archaeological evidence helps us to know what Ancient Egypt was like as a Society. Towards the end of the year children with have the opportunity to further develop their independent understanding and enquiry skills by studying the theme of Crime and Punishment across British history which will enable them to build on their prior learning and make links from Lower KS2.

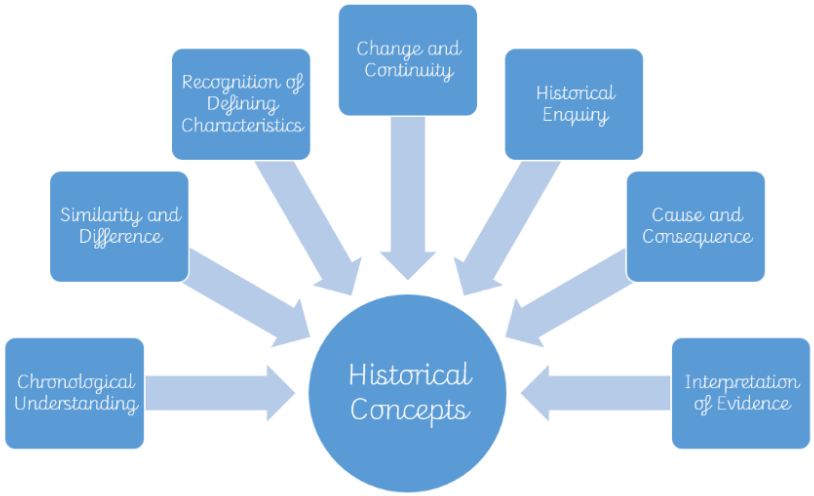
**This will mean that:**

- Children will understand some features associated with themes, societies, people and events
- Children will be able to sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. (E.g. Place many of the important WW1 developments, people and events on an annotated timeline.)
- Pupils will be able to provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. (E.g. Decide why the appointment of a police force is of particular importance.)
- Children will place several valid causes and effects in an order of importance relating to events and developments. E.g. List several causes and place them in an order of importance as to why the First World War began.
- Children will be able to describe the significant issues in many of the topics covered.
- Children will be more critical and identify different interpretations for events, developments and people covered in a range of UKS2 topics.

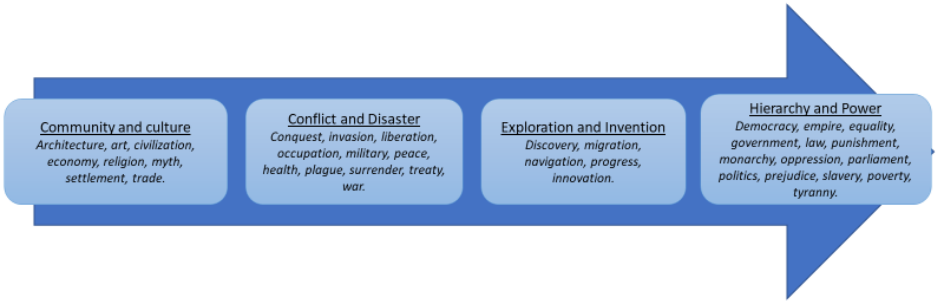
**Prior Learning**

Throughout their prior learning children will have developed a basic level of historical skills ready to apply these purposefully in more in depth local and thematic investigations. Their prior understanding of developments in Ancient Britain has provided context for them to draw comparisons in their thematic study and recognise the changes and developments which led to our more modern context of WW1 Southampton.

**Second order concepts:**




**Substantive concepts:** Community and culture, exploration and invention, hierarchy and power, conflict and disaster.




**Key Questions:**

**Hi2 2.1**

**How significant was Southampton in World War I?**

*What were the causes of WW1?*
*Did the People of Britain Support the war?*
*How did local people support the soldiers?*
*How did local women support the war effort?*
*Why could Southampton be considered a significant location for the military?*
*How were the lives of ordinary people impacted by the War?*
*How important was Southampton and its citizens for the War effort?*

**Hi2 2.3**

**What do Ancient Egyptian Tombs teach us about the Pharaohs?**

*What does Tutankhamun's tomb tell us about Ancient Egypt?*
*How do we know that the Gods were important to the Egyptians?*
*What does the mummification process help us to understand about Ancient Egyptian burial?*
*How far do you agree with the statement: Ancient Egyptians influenced Modern Medicine?*
*How important was the afterlife to Ancient Egyptians?*

**Hi2 2.2**

**How has crime and punishment changed in the past 1000 years?**

*What was the Roman legacy of crime and punishment?*
*How does Anglo-Saxon Crime and punishment compare to today and the Romans?*
*Were Tudor punishments fair?*
*Was the Highwayman a hero or a villain?*
*What did the Victorians introduce to prevent crime?*

| | | |
|---|---|---|
| • Children will have the confidence to reach a valid conclusion based on devising and answering questions relating to a historical enquiry<br>• Children will be taught to question sources reliability and accept and reject sources based on valid criteria when carrying out particular enquiries. (E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the First World War.) | | *How has crime and punishment in the past influenced our lives today?* |
| **Key Skills**<br>communication, expressing opinions, exploration, asking questions, drawing comparisons with their own lives, ordering events, remembering key events, comparing sources, assessing significance of information, debating with peers, beginning to question the reliability of sources, comparing key themes over time, recognising cause and consequence. | | |
| **Vocabulary**<br>Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians World War I, nation, monarchy, execution, The Tudors, The Pope, The Break with Rome, Roman Catholic, Protestant, divorce, male heir, Highwayman, Torture, arrest, authorities, trial, punishment, Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, mummification, servant, Gods and Goddesses, morale, Home Front, Port, rations, trenches, memorial, Lad's army, recruitment, conscription, dugout, officer, war, sacrifice, invasion | | |

# Year Six

## Pupils in Year Six will…

Continue to develop their skills as historians by critically evaluating sources in the context of their learning. Pupils will study the impact of WW2 on local children, and examine how advancements in Ancient Greece and The Industrial Revolution have helped to shape our modern world. Through their previous thematic study, the children will more independently draw links to prior knowledge to apply to further thematic study this year. Regular learning through reading, history and PSHE across the year will have helped to develop the children's understanding of the world to enable them to confidently assess sources reliability and apply their knowledge to complex themes.

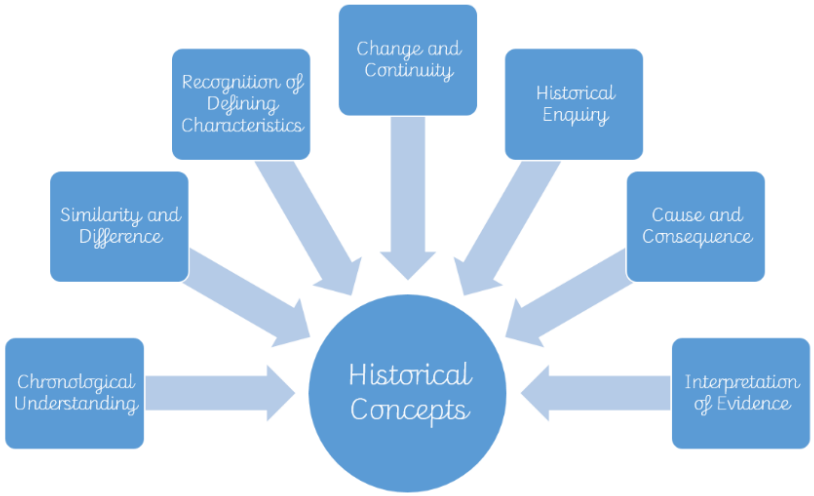
**Pupils will be able to:**

- provide overviews of the most significant features of different themes, individuals, societies and events covered.
- sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.
- compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change
- explain the role and significance of different causes and effects of a range of events and developments.
- explain reasons why particular aspects of a historical event, development, society or person were of particular significance
- explain how and why it is possible to have different interpretations of the same event or person.
- reach a valid and substantiated conclusion to an independently planned and

## Prior Learning

Throughout their prior learning children will have developed a basic level of historical skills ready to apply these purposefully in more in depth local and thematic investigations. After studying Southampton's role in WW1 children will continue to build their local understanding by looking at the impact of WW2 on local children. Through their previous thematic study, the children will more independently draw links to prior knowledge to apply to further thematic study this year. Regular learning through reading, history and PSHE across the year will have helped to develop the children's understanding of the world to enable them to confidently assess sources reliability and apply their knowledge to complex themes.

## Second order concepts:




**Substantive concepts:** Community and culture, exploration and invention, hierarchy and power, conflict and disaster.




## Key Questions:

### Hi2 2.1

### How were the lives of children in Southampton affected by WW2?

*What were some of the causes of WW2?*
*Did Britain have to go to war?*
*How did Southampton contribute to the War?*
*Why was it necessary for children to be evacuated?*
*Why is it so difficult to be sure of what life was like on the Home Front?*
*Were the lives of local children during WW2 similar to those of children in Europe?*

### Hi2 2.4

### How have Ancient Greek ideas influenced modern society?

*When did the Ancient Greeks rule?*
*How did the Ancient Greeks defend themselves from attack?*
*How were the Olympic Games in Ancient Greece different to today?*
*Can we learn anything about Greek society from their myths and legends?*
*How did the Ancient Greeks decide their laws?*
*What Ancient Greek customs and inventions do we still have today?*
*Was Ancient Greek society fair?*

| | | |
|---|---|---|
| investigated enquiry with suggestions for development or improvement<br>• evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. (E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.) | | |
| **Key Skills**<br>communication, expressing opinions, exploration, asking questions, drawing comparisons with their own lives, ordering events, remembering key events, comparing sources, assessing significance of information, questioning the reliability of sources, comparing key themes over time, conducting their own enquiry, choosing and appropriate way to present their views, debating with peers, recognising cause and consequence. | | |
| **Vocabulary**<br>Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, Ancient civilisations, Ancient Greeks, democracy, mythology, citadel, development, theatre, Olympics, assemble, Agora, Acropolis, temple, Aristotle, City State, Ephors, Helots, Sparta, Socrates, Titans, Tyrant, Oligarch, The Georgians, The Victorians, The Industrial Revolution, transport, revolution, social welfare, child labour, pauper, invest, sanitation, urban, apprentice, factory, mills, production, workhouse, railway, machinery, chimney, suffrage, equality, orphan, slums, epidemic, 20th century, World War I, World War II, trench, war, recruit, alliance, Blitz, Home Front, morale, Spitfire, Parliament, vote, Holocaust, evacuation, bombing, Total War, Battle of Britain, conscription, air raid, sacrifice, invasion | | |