



**Cornerstones**

History Curriculum Progression Big Idea	Concept / Aspect	EYFS – Eagle Owls	EYFS – Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Humankind</b>	<b>Everyday life</b>	Skill: Talk about special times or events that are important to them.	Skill: Talk about past and present events in their own lives and those who are important to them.	Skill: Describe an aspect of everyday life within or beyond living memory	Skill: Describe the everyday lives of people in a period within or beyond living memory	Skill: Describe the everyday lives of people from past historical periods  Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.  Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Skill: Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.  Create an in-depth study of an aspect of British history beyond 1066  Explain how artefacts provide evidence of everyday life in the past.	Skill: Explain how everyday life in an ancient civilisation changed or continued during different periods	Skill: Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.

			<p>Knowledge Memories are things we remember from the past</p> <p>All families are special and different. They are different sizes and have different family members and different life experiences.</p> <p>All families are special and different. They celebrate events in different ways.</p> <p>The past only includes things that have already taken place.</p>	<p>Knowledge In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets.</p> <p>In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.</p>	<p>Knowledge Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change.</p>	<p>Knowledge Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</p> <p>Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy.</p> <p>Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p>	<p>Knowledge After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.</p> <p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>In ancient Sumer, thousands of people loved in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets,</p>	<p>Knowledge The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces.</p> <p>Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussions and vote.</p> <p>Democracy is still evident in many countries around the world.</p> <p>During the Shang Dynasty, men and women were not treated as equals. A woman was</p>	<p>Knowledge The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour.</p> <p>Many enslaved people died in the coastal forts and on the slave ships.</p> <p>After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property.</p> <p>Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide</p>
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				<p>In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</p> <p>In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.</p>		<p>During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>Iron Age hillforts were protected settlements containing roundhouses built on hilltops.</p> <p>The Iron Age in Britain ended after the Roman invasion in AD 43</p> <p>Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.</p> <p>The Romanisation of Britain included living an urban</p>	<p>temples and ports.</p> <p>Ancient Egyptian wealthy people loved in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</p> <p>Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.</p>	<p>taught to obey her father and when she got married, she was expected to obey her husband.</p> <p>During the Shang Dynasty, people worshipped their ancestors at home altars.</p>	<p>African diaspora.</p> <p>During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life.</p> <p>Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign.</p> <p>Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism.</p> <p>Anne Frank wrote a diary, which her</p>
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						<p>lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication .</p> <p>Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.</p> <p>The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.</p>			<p>father published after her death.</p>
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	<p><b>Hierarchy and power</b></p>	<p>Skill: Talk about the actions of kings and queens in stories</p>	<p>Skill: Explore and talk about pictures, stories and information books on the theme of royalty</p>	<p>Skill: Describe the role of a monarch</p>	<p>Skill: Describe the hierarchy of a past society</p>	<p>Skill: Describe the roles of tribal communities and explain how this influenced everyday life</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe the significance and impact of power struggles on Britain.</p>	<p>Skill: Describe the hierarchy and different roles in ancient civilisations</p>	<p>Skill: Describe the significance, impact and legacy of power in ancient civilisations</p>	<p>Skill: Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice</p> <p>Describe and explain the significance of a leader or monarch</p>
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			<p>Knowledge Kings and queens are rules of a country.</p> <p>In the past kings and queens made rules to decide how people should behave.</p>	<p>Knowledge A monarch is a king or queen who rules a country.</p>	<p>Knowledge Hierarchy is a way of organising people in society according to how important they are.</p> <p>The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.</p>	<p>Knowledge In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich.</p> <p>An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements.</p> <p>The Roman Kingdom was a monarchy ruled by a king who had absolute power.</p> <p>The Roman Republic was ruled by a senate of 600 men, who were elected every year.</p> <p>The Roman Empire was</p>	<p>Knowledge The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower-class craftspeople, farmers and slaves.</p> <p>The ancient Egyptian hierarchy had the pharaoh at the top followed by the vivier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.</p> <p>Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues</p>	<p>Knowledge Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.</p> <p>In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.</p> <p>Misuse of power and poor leadership has caused civilisations to decline.</p> <p>The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.</p>	<p>Knowledge Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.</p> <p>Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict.</p> <p>Commonwealth war graces in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.</p> <p>Common traits and motives of leaders and monarchs include accumulating wealth,</p>
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						<p>ruled by an emperor who had absolute power and ruled for life.</p> <p>The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups.</p> <p>The Roman army was successful because it had a hierarchy where everyone followed the commands of higher-ranking soldiers and officers.</p> <p>Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that</p>	<p>have been found.</p>	<p>spreading religious ideologies and acquiring land, power and status.</p> <p>These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15<sup>th</sup> Century.</p>
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						<p>resulted in conflict, death and destruction.</p> <p>The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.</p> <p>Hadrian's wall was built to defend the frontier of the Roman Empire from the Caledonians.</p>			
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						<p>Knowledge The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.</p> <p>The city of Rome was founded in Italy between 750-500 BC.</p> <p>The Roman Empire expanded until the 2<sup>nd</sup> century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea.</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and</p>	<p>Knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome.</p> <p>The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p>	<p>Knowledge People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.</p> <p>The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.</p> <p>Ideas from ancient Greek philosophers, about such things as happiness, justice and</p>	<p>Knowledge A variety of kingdoms developed in Africa over the last 6000 years.</p> <p>Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.</p> <p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as</p>
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						<p>language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased.</p> <p>Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking</p>	<p>The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves.</p> <p>Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.</p> <p>Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains.</p> <p>The characteristics</p>	<p>ethics, are still studied today.</p> <p>Theorems put forward by ancient Greek mathematicians , especially about geometry, are still studied and used today.</p> <p>The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.</p> <p>Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today.</p>	<p>determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>Great achievements within Antarctica exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770's; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of</p>
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						<p>and weaving and the creation of poetry, games and music.</p> <p>Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.</p> <p>The Romans build a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly.</p>	<p>of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>	<p>The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens.</p> <p>Silk and jade objects have been produced in China for thousands of years.</p> <p>Silk was a luxurious status</p>	<p>Antarctic Exploration.</p> <p>New weaponry technology developed at a rapid rate during the First World War.</p> <p>The Second World War was the most technologically advanced conflict in history.</p>
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<b>Creativity</b>	<b>Report and conclude</b>	Skill: Be aware of people and events from the past by sharing books and looking at photographs	Skill: Share stories and talk about events in the past	Skill: Create stories, pictures, independent writing and role play about historical events, people and periods	Skill: Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography		Skill: Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions	Skill: Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy	Skill: Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance

		<p>Knowledge Kings and queens are rulers of a country</p>	<p>Knowledge People travelled to the moon in space rockets</p> <p>Neil Armstrong visited the moon.</p>	<p>Knowledge Stories, pictures and role play help people learn about key past events and emphasise with historical figures</p>	<p>Knowledge Historical information can be presented as a result of a sorting activity.</p> <p>Diamond ranking is a way of organising information from the most to the least important</p>	<p>Knowledge</p>	<p>Knowledge Historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p>Knowledge Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.</p>	<p>Knowledge Historical sources can contain bias due to their historical context or the creator's background.</p> <p>A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.</p>
	<b>Communication</b>	<p>Skill: Begin to use words relating to the passage of time when retelling a past event</p>	<p>Skill: Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then</p>	<p>Skill: Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago)</p>	<p>Skill: Use the historical terms, year, century and decade</p>	<p>Skill: Use historical terms to describe different period of time</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods</p>	<p>Skill: Use more complex historical terms to explain and present historical information</p>	<p>Skill: Articulate and organise important information and detailed historical accounts using topic related vocabulary</p>	<p>Skill: Use abstract terms to present historical ideas and information</p>

		<p>Knowledge We change as we grow</p>	<p>Knowledge A timeline shows the order in which events happen</p>	<p>Knowledge Words and phrases used to describe the passing of time include now, yesterday, last week and last year</p>	<p>Knowledge Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign</p>	<p>Knowledge Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era)</p> <p>Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change</p>	<p>Knowledge Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</p>	<p>Knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p>	<p>Knowledge Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance</p>
<b>Materials</b>	<b>Artefacts and sources</b>	<p>Skill: Comment and ask questions about objects from the past</p>	<p>Skill: Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life</p>	<p>Skill: Use a range of historical artefacts to find out about the past</p> <p>Express a opinion about a historical source</p>	<p>Skill: Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it</p> <p>Use historical sources to begin to identify viewpoint</p>	<p>Skill: Make deductions and draw conclusions about the reliability of a historical source or artefact</p> <p>Identify and discuss different viewpoints in a</p>	<p>Skill: Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner</p>	<p>Skill: Use a range of historical sources or artefacts to build a picture of historical event or person</p> <p>Find evidence from different sources, identify bias and form</p>	<p>Skill: Ask perceptive questions to evaluate an artefact or historical source</p> <p>Identify different types of bias in historical sources and explain the</p>

						range of historical materials and primary and secondary sources.	Identify bias in primary and secondary sources.  Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint	balanced arguments	impact of that bias
		Knowledge Objects from the past can look different to objects from today	Knowledge Puppets have been used to tell stories all over the world for thousands of years.  A museum is a place that looks after and shows objects and pictures from the past.  Objects from the past can look different to objects today.  Everyday objects, like clothes,	Knowledge Historical artefacts are objects that were made and used in the past.  First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.  Historical sources include artefacts, written accounts, photographs and paintings.	Knowledge The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England.  A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.	Knowledge Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic.  A hoard is a group of precious items that have been buried in the ground to be retrieved later.  The Snettisham hoard consists of expensive items produced	Knowledge Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant.  Archaeologists finds are important because they tell us about the materials	Knowledge Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.  The 20 <sup>th</sup> century dig at YinXu uncovered the first evidence that the Shang Dynasty had existed.  Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners	Knowledge Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

			<p>vehicles and toys, tell us about the past. They also change over time.</p>			<p>by skilled workers in the Iron Age.</p> <p>Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening.</p> <p>Historians use written sources, mythology, artefacts = and human remains to build a picture of the Celtic beliefs.</p> <p>The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort.</p>	<p>used, the skill of the craftworkers and the life of the owners.</p> <p>The 20<sup>th</sup> century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and</p>	<p>in the Shang Dynasty. Their inscriptions provide information about life in that civilisation.</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>A balanced argument is a response to a question or statement where you consider multiple viewpoints.</p> <p>Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions.</p> <p>Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due</p>	<p>Different types of bias include political, cultural or racial.</p>
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						<p>Primary sources include documents or artefacts created by a witness to a historical event at the time it happened.</p> <p>Secondary sources are created by someone who has not participated in the event they describe.</p> <p>A secondary source interprets and analyses primary sources.</p>	events have been depicted.	to the creator's interpretations.	
<b>Place and space</b>	<b>Local history</b>	Skill: Explore photographs to show how the school or locality has changed over time	Skill: Explore and talk about important events in the school or locality's history	Skill: Describe important events in the school's history	Skill: Describe, in simple terms, the importance of local events, people or places				Skill: Present an in-depth study of a local town or city, suggesting how to source the required information
		Knowledge	Knowledge Our school has changed over time	Knowledge Important events in a school's history include celebrations and anniversaries	Knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant				Knowledge Sources of information for a study of a local town or city include primary sources, such as

					people, events and places in our local community's history.				buildings, and secondary sources, such as commemorative plaques.
<b>Comparison</b>	<b>Compare and contrast</b>	Skill: Begin to notice similarities and differences between life now and in the past	Skill: Describe some similarities and differences between things in the past and in the present	Skill: Identify similarities and differences between ways of life within or beyond living memory	Skill: Describe what it is like to live in a different period		Skill: Compare and contrast two civilisations	Skill: Compare and contrast an aspect of history across two or more periods studied	Skill: Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods
		Knowledge The way people lived in the past is different from the way we live today	Knowledge Vehicles have changed over time.  The clothes people wore in the past are different from the clothes people wear today.  Toys from the past can look different from toys today.  The way people lived in the past is different	Knowledge Identifying similarities and differences helps us to make comparisons between life now and in the past.	Knowledge A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.		Knowledge Different civilisations can have similar or contrasting characteristics.  There are many aspects of life today that are linked to ancient civilisations	Knowledge Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the archaic period.  The Mycenaeans were influenced by the Minoans so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women	Knowledge Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.

			from how we live today.					and military power.  Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.	
<b>Significance</b>	<b>Significant events</b>	Skill: Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations	Skill: Listen to stories and discuss significant events from the past	Skill: Identify some key features of a significant historical event beyond living memory	Skill: Explain why an event from the past is significant	Skill: Explain the cause and effect of a significant historical event	Skill: Explain in detail the multiple causes and effects of significant events	Skill: Explain why an aspect of world history is significant	Skill: Present a detailed historical narrative about a significant global event
		Knowledge Grandparents are your parents' parents	Knowledge A significant event is something that is important to them or other people. Photographs and videos are used to record these events.	Knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved	Knowledge The battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror.  Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1588.	Knowledge Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79.  Pompeii is an archaeological site of great importance.  The Stone Age ended when	Knowledge There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy.  Harold Godwinson	Knowledge After defeating the ancient Greeks, the Romans embraced Greek ideas spread throughout the Roman Empire instead of fading away.  The legacy of ancient China includes Confucianism,	Knowledge In 1912, the 'unsinkable' RMS Titanic sank after hitting an iceberg in the Atlantic Ocean on its maiden voyage, killing approximately 1500 people.  The triangular slave trade consisted of three journeys:

				and the consequences of the event.	<p>the Bell Beaker folk arrived in Britain c2500 BC.</p> <p>Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich.</p> <p>In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain.</p> <p>The Romans left Britain in AD 410 because of invasions in other parts of the Empire.</p> <p>The western Roman Empire collapsed in AD 476.</p>	<p>was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.</p> <p>In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect.</p> <p>In the third century BC,</p>	<p>systems of government, traditional crafts, inventions and writing.</p>	<p>ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit.</p> <p>The scramble for Africa describes the continent's colonisation by European countries in the late 19<sup>th</sup> century, which destroyed many African traditions, religions, festivals and languages.</p> <p>Europeans colonised Africa</p>
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							<p>Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an Empire.</p> <p>Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.</p> <p>After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.</p> <p>After 3000 years, the ancient</p>		<p>to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this.</p> <p>The abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.</p> <p>The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether.</p> <p>In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all</p>
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							<p>Egyptian civilisations ended after invasion by the ancient Greeks then the Romans three centuries later.</p> <p>After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.</p>		<p>humans are entitled.</p> <p>The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities.</p> <p>On D-Day, 6<sup>th</sup> June 1944, over 150, 000 Allied troops landed on the coast of France, leading to the country's liberation.</p> <p>The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lined but the Allied Powers pushed back, leading to Germany's surrender in 1945.</p>
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	<b>Significant people</b>								
		<p>Skill: Comment and ask questions about significant people that they have seen in books and photographs</p>	<p>Skill: Share stories and talk about significant people who lived in the past</p>	<p>Skill: Understand the term significant and explain why a significant individual is important</p>	<p>Skill: Use historical models to make judgements about significance and describe the impact of a significant historical individual</p>	<p>Skill: Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them</p>	<p>Skill: Construct a profile of a significant leader using a range of historical sources</p>	<p>Skill: Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way</p>	<p>Skill: Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices</p>
		<p>Knowledge Comment and ask questions about significant people that they have seen in books and photographs.</p>	<p>Knowledge Some people in history are significant because they did important things that changed the world or how we live.  An explorer is a person who travels somewhere new or unfamiliar.</p>	<p>Knowledge Samuel Wilderspoon opened schools with playgrounds during the Victorian era.</p>	<p>Knowledge Captain James Cook was an 18<sup>th</sup> century English explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia.  Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.</p>	<p>Knowledge Farmed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine.</p>	<p>Knowledge Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'  In the sixth century AD, the pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity and became the first Archbishop of Canterbury.  A pharaoh was a ruler of</p>	<p>Knowledge Hippocrates was a doctor in ancient Greece who realised that disease and symptoms had a logical cause.  Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today.  Cleisthenes was the 'father of Athenian democracy'  Pericles was a great Athenian</p>	<p>Knowledge Robert Falcon Scott's final attempt to reach the South Pole failed due to his refusal to use dogs to pull sledges and taking inadequate food supplies.</p>

					<p>Mary Anning was a 19<sup>th</sup> century British fossil collector whose fossils proved that different creatures lived on Earth in the past.</p> <p>Neil Armstrong was a 20<sup>th</sup> century American astronaut who was the first person to walk on the moon.</p> <p>Paul Cezanne was a 19<sup>th</sup> century French artist who helped to create a style of art called Cubism.</p> <p>Vincent van Gogh was a 19<sup>th</sup> century Dutch artist who painted in a style that many painters imitate today.</p> <p>Emmeline Pankhurst was a British activist</p>	<p>ancient Egypt. The pharaoh was in charge of everything, including the laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.</p> <p>King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.</p> <p>King Khufu ordered the building of the Great Pyramid of Giza.</p> <p>King Hatshepsut was a woman who made herself a king because kings had more powers than queens.</p> <p>Amenhotep IV banned the worship of all</p>	<p>statesman and general who supported Athens in becoming a major centre for education, art and culture.</p> <p>Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical.</p> <p>Plato was an Athenian philosopher who founded Athens's first university.</p> <p>Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world.</p>	
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				<p>who successfully campaigned for women's voting rights in the 20<sup>th</sup> century.</p> <p>Henry VIII was a 16<sup>th</sup> century English king who founded the Church of England and closed the Roman Catholic monasteries.</p> <p>Rosa Parks was a 20<sup>th</sup> century activist who campaigned for the rights of black people in the United States.</p> <p>Christopher Columbus was a 15<sup>th</sup> century Italian explorer who was the first European to discover the Americas.</p> <p>Joseph Lister was a 19<sup>th</sup> century British doctor who discovered that antiseptics kill the germs that</p>		<p>gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.</p>	<p>Fu Hao was a queen in the Shang Dynasty and one of the most important military leaders of her time. She demonstrated that women could be key members of society in a civilisation that did not value them.</p> <p>Confucius was a philosopher who lived during the Zhou Dynasty. He believed that treating others as you would like to be treated leads to a peaceful and happy life.</p>	
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					<p>cause infections.</p> <p>Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492.</p> <p>Christopher Columbus brought things to Europe that had not been seen before, such as tobacco.</p> <p>Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.</p> <p>Rosa Park's arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed.</p>				
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					<p>Alfred the Great was an Anglo-Saxon king who defeated Viking invaders and became the first king of a unified England.</p> <p>Alfred valued reading and knowledge and translated books from Latin for others to read.</p> <p>Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the church of England.</p> <p>Henry VIII had a lavish lifestyle and married six times. He supported the arts and sports and spent lots of money funding wars.</p> <p>William the Conqueror was a French duke who won the Battle of Hastings in 1066</p>				
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					<p>to become the new English monarch.</p> <p>William I built many castles and introduced the feudal system.</p> <p>Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England.</p> <p>Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries.</p> <p>Queen Victoria, rules over Great Britain and the British empire between 1837 and 1901. Her reign is known as the Victorian era.</p>				
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					<p>Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor.</p> <p>British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continued today.</p> <p>Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022.</p> <p>Elizabeth II's activities included supporting charities, hosting royal</p>				
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					banquets and presenting awards.				
<b>Change</b>	<b>Changes over time</b>	Skill: Begin to spot similarities and differences between pictures of the past and modern day	Skill: Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures	Skill: Describe changes within or beyond living memory	Skill: Describe how an aspect of life has changed over time		Skill: Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Skill: Frame historically valid questions about continuity and change and construct informed responses	Skill: Describe the causes and consequences of a significant event in history
		Knowledge The past includes things that have already taken place.	Knowledge Fairy tales show the clothes that people used to wear a long time ago.  Machines have changed over time. People have adapted them to make them work better.  The way people lived in the past is not the same as they way	Knowledge The Victorian era is named after Queen Victoria.  During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful	Knowledge In the past, some monarchs had absolute power and could make their own rules and laws.  Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.		Knowledge The Fertile Crescent in the Middle East is known as the birthplace of farming.  Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade.  Ancient Sumerian inventions	Knowledge It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.  During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to	Knowledge Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.  When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.

			<p>that we live today.</p> <p>The way that people lived in the past is not the same as the way that we live now.</p>	<p>and rich country.</p> <p>By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</p>			<p>made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems.</p>	<p>flourish again creating jobs and wealth.</p> <p>The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.</p>	<p>Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front.</p> <p>Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.</p> <p>The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</p> <p>Key causes of the Second World War include the impact of the Treaty of</p>
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									<p>Versailles on Germany, fascism, expansionism and appeasement.</p> <p>Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence.</p> <p>Key causes of the First World War include alliances, imperialism, militarism and nationalism.</p>
	<b>British History</b>	<p>Skill: Talk about things that have happened in the past</p>	<p>Skill: Listen to and talk about stories describing significant events from the past</p>	<p>Skill: Describe a significant historical event in British history</p>		<p>Skill: Explain the cause, consequence and impact of invasion and settlement in Britain</p>	<p>Skill: Explain the cause, consequence and impact of invasion and settlement in Britain</p>	<p>Skill: Create an in-depth study of an aspect of British history beyond 1066.</p>	<p>Skill: Articulate the significance of a historical person, event, discovery or invention in British history</p>

						Describe how a significant event or person in British history changed or influenced how people live today.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain.		Describe the growth of the British economy and the ways in which its growth impacted on British life.
		Knowledge The past includes the things that happened yesterday, last week, last year or long ago.	Knowledge Stories, or narratives, can tell us about important things that happened in the past.	Knowledge A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event.		Knowledge In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.  The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes.  Improved farming in the Iron Age produced enough food for everyone so some people could do	Knowledge The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.  As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power.  Over time, the seven Anglo-Saxon kingdoms merged into the five main	Knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life	Knowledge Britain played a key role in the Maafa, which is a term meaning the history and effects of the transatlantic slave trade.  Elizabeth I gave Jon Hawkins permission to become the first British slave trader.  British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers.  Britain transported over three million enslaved people across

						<p>different jobs and there was more free time.</p> <p>Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.</p> <p>During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century.</p>	<p>kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex.</p> <p>Anglo-Saxon words and place names still exist today.</p> <p>The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today.</p> <p>Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made clothes. They also produced surplus crops and goods to trade for things they couldn't make.</p> <p>Anglo-Saxons had to keep law and order, pursuing and</p>	<p>the Atlantic, more than any other country.</p> <p>The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.</p> <p>The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion.</p> <p>The Battle of Britain was a</p>
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						<p>punishing criminals themselves.</p> <p>The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity.</p> <p>As Christianity spread across Anglo-Saxon Britain, many monasteries were build where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy.</p>		<p>major air campaign fought over southern Britain in 1940.</p> <p>Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.</p> <p>Britain benefitted from the enslavement of African people because the profits funded Industrial Revolution and created wealthy banks and insurance companies.</p> <p>Many country housed, museums and libraries that are still used today were built with the profits from slavery.</p> <p>Many British people used goods produced</p>
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									<p>by enslaved people, such as cotton, linen and tobacco.</p> <p>Throughout the 20<sup>th</sup> century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</p>	
		<b>Chronology</b>	<p>Skill: Relive past experiences through role play activities and retell events in order</p>	<p>Skill: Put familiar events in chronological order, using pictures and discussion</p>	<p>Skill: Order information on a timeline</p>	<p>Skill: Sequence significant information in chronological order</p>	<p>Skill: Sequence dates and information from several historical periods on a time line</p>	<p>Skill: Sequence significant dates about events within a historical time period on historical timelines</p>	<p>Skill: Sequence and make connections between periods of world history on a timeline</p>	<p>Skill: Articulate and present a clear, chronological world history narrative within and across historical periods studied</p>
				<p>Knowledge A family tree is a diagram that shows the relationship between generations of people in a family.  A decade is 10 years.</p>	<p>Knowledge A timeline is a display of events, people or objects in chronological order.  A timeline can show different periods of time, from a few</p>	<p>Knowledge The Bronze Age started c2500 BC, when the bell beaker folk brought metalworking skills from Europe to Britain.</p>	<p>Knowledge During the period AD 410-1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.</p>	<p>Knowledge There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.</p>	<p>Knowledge The ancient Kingdom of Benin existed on the coast of West Africa from AD 900-1897.  Important events during the First World</p>	

				<p>A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.</p>	<p>years to millions of years.</p> <p>A historical period is the duration of a monarch's reign.</p>	<p>The Bronze Age ended when society in Britain and Europe collapsed.</p> <p>The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them.</p> <p>The Iron Age ended after the Roman invasion in AD 43.</p> <p>The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.</p> <p>The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.</p>	<p>Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.</p> <p>When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.</p> <p>The Indus Valley civilisation ran from c2500 BC to c1700 BC.</p>	<p>The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC.</p> <p>The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began.</p> <p>When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals.</p> <p>Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a</p>	<p>War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).</p> <p>The First World War ended when Germany signed a peace agreement at 11am on the 11<sup>th</sup> of November 1918. The day was called Armistice Day.</p> <p>The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.</p> <p>The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by</p>
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						<p>The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.</p> <p>The Roman emperor, Claudius =, conquered England and Wales in AD 43, renaming them Britannia.</p> <p>Roman rule ended in Britain in AD 410.</p>		<p>damaging effect.</p> <p>China is the longest lasting civilisation starting with the Xia Dynasty in c2070.</p> <p>The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.</p>	<p>a Serbian nationalist.</p> <p>People in Britain celebrated VE day on 8<sup>th</sup> May 1945.</p> <p>The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.</p>
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