

History Curriculum 2022-23

Chronology	Historical Terms	Historical Enquiry	Interpreting History	Continuity and Change	Similarities and Differences	Causes and Consequences	Significance
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EYFS	Understanding the World	
	<ul style="list-style-type: none"> • Use simple words to talk about the passing of time. • Talk about past and present events in their own lives and in the lives of family members. • Recognise and describe special times or events for family or friends. • Identify and talk about simple similarities and differences. • Listen to and recall simple historical stories. 	
	Key Stage One	Key Stage Two
	Pupils should be taught about: <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Year 1, Year 2) • events beyond living memory that are significant nationally or globally (Year 1, Year 2) • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Year 1, Year 2) 	Pupils should be taught about: <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age (Year 4) • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Year 3) • Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year 4) • the Roman Empire and its impact on Britain (Year 5) • Britain’s settlement by Anglo-Saxons and Scots (Year 3) • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 3) • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Year 4, Year 5, Year 6) • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (Year 6) • a local history study (Year 5 & year 6)

History Curriculum 2022-23

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Units	<ul style="list-style-type: none"> Changes in Living Memory Bromley and changes in London over time: The Great Fire of London Significant Individuals: Mary Seacole and Florence Nightingale 	<ul style="list-style-type: none"> The Victorians Significant Individuals: Explorers The Windrush Generation 	<ul style="list-style-type: none"> Settling and battling for Britain: Anglo-Saxons, Scots and Vikings Ancient China: The Shang Dynasty Ancient Civilisations: Egypt 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world Mohandas Karamchand Gandhi & Indian Independence Stone Age to the Iron Age 	<ul style="list-style-type: none"> The Mayans Roman Britain Local History Study: Power and Protest (The Children’s Act, Women’s Suffrage & Race Relations in Britain) 	<ul style="list-style-type: none"> World War One & World War Two Early Islamic Civilisation The Kingdom of Benin

History Curriculum 2022-23

Year 1			
Substantive knowledge	Changes in Living Memory	Bromley and changes in London over time: The Great Fire of London	Significant Individuals: Mary Seacole and Florence Nightingale
	<ul style="list-style-type: none"> Use basic historical vocabulary to discuss the past. Discuss events from my life. Understand that life was different in the past. Identify the different places our families lived now and have lived in the past. Compare life now with life when our grandparents were children (school, routines, hobbies/toys, transport and technology). 	<ul style="list-style-type: none"> Know the dates and location of the Great Fire of London. Understand the features of London in 1666. Explain how the fire started. Understand why the fire spread so quickly and lasted so long. Explain how the fire was eventually extinguished. Identify the impact of the fire on society then and now. 	<ul style="list-style-type: none"> Identify Florence Nightingale and describe her background and role during the Crimean War. Identify Mary Seacole and describe her background and role during the Crimean War. Compare and contrast their backgrounds, roles and legacies.
Disciplinary knowledge	<ul style="list-style-type: none"> Show where places, people and events fit into a broad chronological framework, e.g. now and then, my life / my grandparents' life, old / new. Begin to show an awareness of the past, using common words and phrases relating to the passing of time. Begin to develop and use a vocabulary of historical terms, such as: a long time ago, in the past, now and then, when my were younger. Begin to ask and answer questions about events, e.g. When? What happened? What was it like...? Why? Who was involved? Begin to understand some ways we find out about the past e.g. using artefacts, pictures, stories. Begin to discuss some of the ways we can find out about the past, e.g. photos, museums, diaries. Begin to identify similarities and differences between their own lives and the past. Begin to recognise what happened as a result of people's actions or events. Begin to use dates. Discuss important places and people and the reasons why they are important. 		

History Curriculum 2022-23

Year 2			
Substantive knowledge	The Victorians <ul style="list-style-type: none"> Know the dates and monarch of the Victorian era. Discuss some of the similarities and differences between life in Victorian England and contemporary life (hobbies/toys, technology, transport, education, holidays). Compare the life of a poor Victorian child with their own lives and explain what a workhouse was. Explain some of the ways children's lives changed throughout the Victorian Era, e.g. Miners and Collieries Act 1842, Education Act 1880. 	Significant Individuals: Explorers <ul style="list-style-type: none"> Understand why countries wanted to be the first to reach the South Pole and know that this period is known as the Heroic Age of Antarctic Exploration. Know when the first explorers reached the South Pole. Identify Ernest Shackleton (Local History Link: Sydenham), describe his background and key events in his life. Know about recent polar expeditions, including the British Antarctic Survey. Compare the technology, equipment and resources available to explorers from the past and present. 	The Windrush Generation <ul style="list-style-type: none"> Explain what is meant by the term 'generation.' Explore the history of the SS Empire Windrush. Understand why the Windrush Generation immigrated to Britain. Describe some of the issues the Windrush generation faced including racism and discrimination. Explore where the Windrush Generation are today. Identify the impact that the Windrush generation has had on Britain. Identify how Windrush is celebrated. Local area link: Brixton
	Disciplinary knowledge <ul style="list-style-type: none"> Use dates. Show where places, people and events fit into a broad chronological framework, e.g. a simple timeline. Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Develop, then use a wide vocabulary of historical terms, such as: recently, years, decades, centuries, timeline, calendar, present, past. Ask and answer questions about events, e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Choose and use parts of stories and other sources to show understanding of events. Communicate understanding of the past in a variety of ways. Identify similarities and differences between different periods, including their own lives. Recognise what happened as a result of people's actions or events. Recognise what happened as a result of people's actions or events. Begin to recognise why people did things and why some events happened. Recognise and make simple observations about who and what was important in an historical event or account. 		

History Curriculum 2022-23

Year 3			
Substantive knowledge	Settling and battling for Britain: Anglo-Saxons, Scots and Vikings	Ancient China: The Shang Dynasty	Ancient Civilisations: Egypt
	<ul style="list-style-type: none"> Know where the Anglo-Saxons came from. Understand how, when and why the Anglo-Saxons successfully invaded England. Identify key rulers and kingdoms in Anglo-Saxon Britain. Describe daily life and religion in Anglo Saxon Britain. Understand how the Anglo Saxons changed life in England (including language). Know that Anglo-Saxon rule in Britain was contested by the Vikings in 793AD. Know where the Vikings came from and when and how (invasion tactics) they invaded Britain, i.e. many raids over time. Know that Alfred the Great stopped the Vikings from taking complete control, and understand the ongoing conflicts in Britain. <i>Know that Britain was invaded twice in 1066, and that the Vikings were repelled, but the Normans were not.</i> 	<ul style="list-style-type: none"> Identify the four ancient civilisations of the ancient world: China, Egypt, Indus Valley and Mesopotamia. Identify that all four of the ancient civilisations existed predominantly during the Bronze Age, meaning they used Bronze technology such as weapons and plates. Explain that a dynasty is a line of rulers of a country who are part of the same family; explain what an emperor or an empress is a monarch who governs many nations or separate territories. Understand that the Shang dynasty was the first in China to develop writing, a key step forward in all four of the ancient civilisations; this writing influenced the writing that Chinese people use today Explore the location of the four ancient civilisations; they were all based around the floodplains of major rivers which made them good places for growing crops and raising livestock. 	<ul style="list-style-type: none"> Identify Ancient Egypt as a major Bronze Age civilisation Understand and explain the importance of the Nile River to settlers. Know that the Ancient Egyptians believed in many gods, and understand the role of the pharaoh. Understand Ancient Egyptian religious practises regarding the afterlife, and explain the purpose of the pyramids. Discuss the impact of significant Ancient Egyptian inventions and discoveries. Case Study: Tutankhamun or Cleopatra <i>Know that the Ancient Egyptian civilization ended when Cleopatra surrendered to the Romans in 31BC.</i>
Disciplinary knowledge	<ul style="list-style-type: none"> Begin to develop a chronological knowledge and understanding of history, local, British and world. Begin to put events, people, places and artefacts on a timeline, Begin to use correct terminology to describe events in the past, Begin to develop use of appropriate subject terminology, such as: invasion, settlement, dynasty, ancient, empire, civilisation etc. Ask and answer questions about the past, and begin to consider aspects of change, cause, similarity and difference and significance, Suggest where we might find answers to questions considering a range of sources, Be aware that different versions of the past may exist. Describe some of the similarities and differences between different periods, e.g. social, belief, local and individual. Recognise why people did things. Recognise why some events happened. Begin to identify some of the results of historical events, situations and changes. Begin to identify the reasons why a person or event is historically significant. 		

History Curriculum 2022-23

Year 4			
Substantive knowledge	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Mohandas Karamchand Gandhi & Indian Independence	Stone Age to the Iron Age
	<ul style="list-style-type: none"> Understand and explain Greek religious practices. Know that Ancient Greece was organised into city-states, and know how they engaged in warfare. Case Study: Compare life in Athens and Sparta Explain the purpose of Ancient Olympic Games and compare with the modern Olympics. Identify and discuss significant Greek advancements: maths, science, medicine, theatre, architecture. <i>Know that the Greek Civilisation came to an end when the Romans conquered them in 146BC.</i> 	<ul style="list-style-type: none"> Discuss empire and colony and understand how the British Empire changed over time (geographically). Identify countries that were part of the British Empire and those which are still part of the Commonwealth today. Understand some of the reasons why people wanted change in the way India was ruled over by the British. Understand some of the different ways that people tried to enact change in India in the first half of the twentieth century. Know who Mohandas Karamchand Gandhi was, his background and his achievements. Explain the method of non-violent protest known as <i>Satyagraha</i>. <i>Know that India won independence from British rule in 1947 and some of the ways WW2 brought an end to British colonial rule.</i> 	<ul style="list-style-type: none"> Explain what is meant by pre-history. Define the Stone Age as the period of human history where stone tools were first used. Identify the three ages of the Stone Age with dates: Palaeolithic, Mesolithic and Neolithic. Case Study: Skara Brae Know the Stone Age came to an end with the discovery of smelting metals (Bronze Age-Iron Age). Understand that the Bronze Age happened at different times across the world, and know that it started in 2500BC in Britain. Understand the impact of the new material on human development. <i>Know why the Bronze Age was replaced by the Iron Age at around 800BC in Britain and various times around the world.</i> Case Study: Oldbury Hill Fort - Describe the features of an Iron Age hillfort settlement. <i>Know that the Iron Age ended when the Romans invaded Britain in 43AD, and that it marks the end of pre-history.</i>
Disciplinary knowledge	<ul style="list-style-type: none"> Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Develop use of appropriate subject terminology, such as: Ask and answer questions about the past, and consider aspects of change, cause, similarity and difference and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical information. Be aware that different versions of the past may exist and begin to suggest reasons for this. Make links between lifestyles and societies across different periods of time. Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Identify and describe the reasons why a person or event is historically significant. 		

History Curriculum 2022-23

Year 5			
Substantive knowledge	The Mayans	Roman Britain	Local History Study: Power and Protest (Children's Rights, Women's Suffrage & Race Relations in Britain)
	<ul style="list-style-type: none"> Investigate how and when Europeans encountered the Mayan civilisation. Explore how we know about the Mayan civilisation and their way of life. Explore how Mayan society was organised and how this compares to modern society. Find out about what the Maya believed in, including their religious rites and rituals. Use a variety of sources to piece together what life was like for the Maya. Exploring the achievements of the Maya including their number systems and calendar. <i>Investigate some of the reasons which contributed to the decline of the Mayan civilization after 800 CE: including environmental factors such as over-clearing of the forests, which led to desertification.</i> 	<ul style="list-style-type: none"> Define empire and colony, and understand that the Roman Empire developed from a single city. Understand the role of different people in the Roman Empire. Explain Roman religious beliefs and make links with Greek religion. Explain the role of gladiators in Roman society. Know when the Roman invasion of Britain happened and why it was successful. Case Study: Rebellion of Boudicca Understand the impact of the Roman invasion on daily life in Britain; explain its legacy. Case Study: Bath, UK <i>Know why Roman rule in Britain ended c. 400AD and who came next.</i> 	<ul style="list-style-type: none"> Understand ways in which groups of people who have been discriminated against have used protest and activism, e.g. children's rights, women's suffrage. Understand the discrimination faced by black people in Britain in the 1950s and 1960s. Know the government's response to discrimination in the UK. Understand how the UK Civil Rights Movement started. Describe the events that led to the arrest of the Mangrove Nine, and explain the significance of the trial. Understand the events that led to the 1981 Brixton riots. Local History Case Study: Olive Morris Understand how we can learn from peaceful activism to continually improve society.
Disciplinary knowledge	<ul style="list-style-type: none"> Demonstrate a secure chronological knowledge and understanding of history, local, British and the world. To begin to make inferences about the chronology of people, places, events and artefacts based on prior knowledge. Use correct terminology to describe historical events. Begin to record knowledge and understanding in a variety of ways, using dates and key terms appropriately. Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources with support and give reasons for choices. Analyse a range of source material to draw conclusions about the past. Construct and organise response by selecting and organising relevant historical data. Understand that the past is represented and interpreted in different ways and give reasons for this. Begin to demonstrate an awareness of bias and how it effects a source and its reliability. Identify aspects of continuity and change across periods of time, e.g. monarchy, empire, religion. Begin to offer explanations about why people in the past acted as they did. Begin to identify the causes, e.g. events or situations, which led to change. Give reasons why some events, people or developments are seen as more significant than others. 		

History Curriculum 2022-23

Year 6			
Substantive knowledge	World War Two <ul style="list-style-type: none"> Explore how the end of world war one led to the beginning of WWII (Treaty of Versailles) Understand how the Nazi party rose to power Explain relationships between countries leading up to WWII (Allies/Axis) Understand impact of Nazi Germany’s ideals (persecution, Kristallnacht case study) The effect of war on British adults and children (The Blitz, evacuation, rationing, propaganda, migration) The understand the Holocaust ad impact on society To know how WWII ended and what happened after the war (Population booms – Jewish, generation loss, TSD, alliances made and how they have affected the world today) 	Early Islamic Civilisation (Baghdad c.900AD) <ul style="list-style-type: none"> Define empire, caliph and caliphate, and explain how the first caliphate was formed. Understand the founding of Baghdad in 768AD, and explain how its design reflects the founding principles. Understand how the location of Baghdad on the Tigris River helped determine its success; make links to previous city civilisations studied. Explain the purpose and significance of The House of Wisdom. Case Study: Al-Khwarizmi (mathematician and scientist). Understand that the Silk Road was a major trade route, and explain its role in Baghdad’s growth in power, wealth and importance. <i>Know that the Golden Age of Islam came to an end when Baghdad was invaded by the Mongols in 1258AD.</i> 	The Kingdom of Benin <ul style="list-style-type: none"> Identify where and when the Kingdom of Benin was in existence. Case study: Understand how we know about The Kingdom of Benin from AD 900 to 1300 and the origins of the Benin Bronzes in the British Museum and the Horniman Museums. Explore the structures of power and monarchy in the Kingdom of Benin. Explain the societal structures of the kingdom and understand what life was like in the Kingdom of Benin. Understand the trade network of the Benin Empire, making links with other trade networks studied. Know some of the artistic and cultural achievements of the Benin Empire’s Golden Age and compare with other periods studied. Understand the effects of civil war on a nation. <i>Explain some of the impact that British interference had on Benin’s trading network and how this led to British invasion of the territory of Benin in 1897.</i>
	Disciplinary knowledge <ul style="list-style-type: none"> Demonstrate an awareness and understanding of the chronology of different historical periods studied and how they relate to one another. To reason and make inferences about the chronology of people, places, events and artefacts based on prior knowledge. Use correct terminology to describe historical events. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately. Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past e.g. based on the reliability of the source. Construct and organise response by selecting and organising relevant historical data and justifying their reasoning for their selection. Critically analyse the reliability of a source considering the possibility of bias. Reflect on how their own understanding of the past might be effected by bias. Describe and make links identifying continuity and change between events and situations within and across different historical periods and societies. Begin to have an awareness of the impact of causes and consequences across history and within different periods of time. Begin to have a critical awareness of ‘significance’ and what it means for different people. 		

History Curriculum 2022-23

