

## HISTORY: Knowledge Progression and Overview

**Intent:** Our History curriculum aims to inspire children's curiosity to know more about the past and give them a better understanding of different periods of history in Britain and the wider world. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. It is designed to enable children to develop their knowledge of the people and events that have shaped the past, and therefore give them a better understanding of the present. Through our Project-Based Curriculum, guest speakers and educational visits, children are given the opportunity to become historians, using their 'detective' skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children will encounter historical concepts including; Movement, Culture, Change, Democracy and Personal Power from reception to year 6 and have opportunities to develop their understanding of these 'Big Ideas'.



### KS1 National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

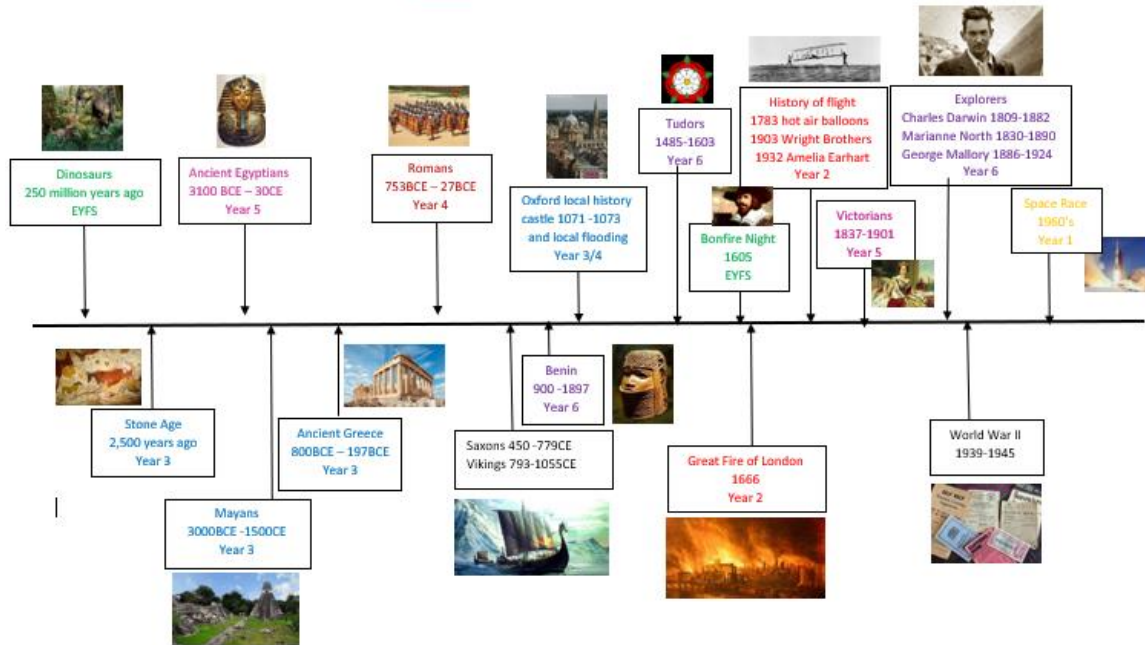
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### KS2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- change in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by the Anglo Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066
- The achievements of the earliest civilisations (Ancient Egypt)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British History (Benin cAD900-1300)

**St Ebbe's School History Teaching Timeline**



**HISTORICAL KNOWLEDGE – Dates and Events – Declarative Knowledge – Know that ...**

EYFS						Year 1			Year 2		
<b>Reception</b> <i>What makes me who I am? What makes a happy planet? Who has the right to share their knowledge? Does everything deserve kindness? Does everyone deserve kindness? How can we help others find the beauty in our wonderful world?</i>						<b>Year 1</b> <i>Is there such thing as a good or bad person? Do animals and humans need the same things to survive? How do stories shape what we think?</i>			<b>Year 2</b> <i>How have humans conquered the air? Is fire the most important discovery humankind ever made? Is water the most precious thing on the planet?</i>		
Us	An alien	Mary Anning	The Slug	The Wolf	A Polar Bear	The Troll and the Giant	Mary Kingsley	Villagers of Little Ebbes	James Sadler Montgolfier bros	Thomas Farrinor	The Masai
Our school		Dorset Coast	Local area		7 continents	Oxford – Rivers & Bridges	West Africa	Local Area	Oxford/France North America	London	East Africa
<b>What makes a happy planet?</b> <b>Rama &amp; Sita:</b> The story of Rama and Sita is an incredibly significant tale from the Hindu religion. It tells the story of the festival of light, otherwise known as Diwali.						<b>Is there such thing as a good or bad person?</b> History of local bridges of Grandpont – Folly Bridge, Gasworks Bridge (LINK to WATER Y2)  Understand the difference between pre-history and written history.			<b>Events beyond living memory that are significant nationally or globally:</b> <b>How have humans conquered the air?</b> The first hot air balloon was called 'Aerostat Reveillon'.		

**Tim Peake:** Tim Peake is a British astronaut and military officer who in 2016, while on a mission to the International Space Station (ISS), became the first official British astronaut to walk in space.

**Kumi Yamashita:**

Yamashita Kumi is a Japanese artist. She sculpts using both light and shadow by constructing single or multiple objects and placing them in relation to a single light source.

**Who has the right to share their knowledge?**

**Mary Anning**

A scientist who studies fossils is called a Palaeontologist.

Mary Anning was a famous fossil hunter and collector. She found and identified many prehistoric fossils from the time of the dinosaurs and sold them to make money for her family. Anning was one of the earliest fossil hunters to identify pre-historic fossils.

Dinosaurs were a large group of **reptiles** that appeared around **251 million** years ago, at the start of the **Triassic period** of prehistory.

They are now **extinct**.

**Kings and Queens**

The Queen is Elizabeth II

The Queen lives at Buckingham Palace

The Prime Minister is .....

The Prime Minister is in charge of government and lives at 10 Downing Street

The government decides the rules/laws of a country

The Houses of Parliament is where laws are made (LINK to POWER & LEADERSHIP/BENIN Y6)

**Do animals and humans need the same things to survive?**

**Mary Kingsley** (born 1862 in the Victorian era) disregarded the conventions of her time, travelling through Western and Equatorial Africa (LINK to BENIN Y6)

She cultivated a prim and proper appearance in photographs (EQ and JUS – link to HATSHEPSUT Y5)

Demystifying the African continent / imperialism. (LINK to BENIN Y6)

**How do stories shape what we think?**

Myths and common folklore help people tell stories and learn morals and pass from generation to generation.

**Britain: George and the Dragon.** St George is the Patron saint of England, Georgia and Ethiopia. He is famous for defeating a dragon to protect a village and save the King's daughter from being eaten.

**Poland: Wawel Dragon** (Smok Wawelski).

There is a city in Poland called Krakow that used to be terrified by a dragon who's lair was in a cave at the foot of Wawel Hill on the bank of the Vistula River. Many heroes tried and failed to defeat the dragon until a cobbler's apprentice, Skuba, stuffed a lamb full of sulphur, while the dragon ate. It became so thirsty that it drank up the river till it burst.

**Chinese Folklore – The four dragons of Chinese folklore;**

The Celestial Dragon (Tianlong), the Dragon of Hidden Treasure (Fuzanglong), the Earth Dragon (Dilong) and the Spiritual Dragon (Shenlong). Long is the Chinese word for 'dragon'

It was named after Jean Baptiste Reveillon who was a friend of Etienne Montgolfier and a French wallpaper manufacturer. Reveillon helped design the first ever hot air balloon which flew at a special demonstration for King Louis XVI. He designed a **motif** for the balloon. A motif is a decorative design that can be easily repeated.

He also included **important French royal symbols:** the king's cypher which is two interweaving Ls, the "fleur de lys", a representation of the sun.

**Is fire the greatest discovery humankind ever made?**

**Great Fire of London**

King Charles I (1660-1685)

The fire started on September 2nd 1666 in the King's bakery in Pudding Lane near London Bridge. It had been a very hot and dry summer. In 1666, the buildings in London were mainly made from wood and straw which are flammable materials especially when dry. The houses were also very close together and a strong wind was blowing making it easy for the flames to spread.

People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.

Over 13,200 houses were burnt down.

Christopher Wren and Robert Hooke in charge of rebuilding – e.g. St. Paul's Cathedral

This event led to changes in the design of buildings and streets.

The Great Fire of Oxford 1190

**Indigenous people and fire – added by Tina**

**Aboriginal/Native American – importance of ancestors, historic art/ rock engravings**

**'Cultural burning' indigenous practice to manage the land – led to mosaic of grasslands**

**Cultural burning stopped by Europeans after colonisation**

**Indigenous peoples forced to move**

**British Explorer James Cooke first European to make contact with Australia**

**Native Americans –**

**Fires indicated the presence of humans to European explorers arriving on ships**

**Is water the most precious thing on the planet?**

Salter's Steamers was founded by John and Stephen Salter in 1858!

## HISTORICAL KNOWLEDGE – Dates and Events – Declarative Knowledge – Know that ...

Year 3			Year 4		
<b>Year 3</b> <i>Can we future-proof our planet? (History of Grandpont/Bangladesh)</i> <i>What do humans need? (Stoneage)</i> <i>Do we need plants to survive and thrive? (Mayan)</i>			<b>Year 4</b> <i>What is worth striving for? (Romans)</i> <i>Do we have the power to change the world?</i> <i>Why do people move? (History of Oxford/Anglo Saxons)</i>		
Bangladeshi man	Marcel Ravidat	Tecun Uman	Septimus Severus	Greta T.	Blue/Refugee
Grandpont Bangladesh	France/Western Europe	South America	Rome S. Europe	N. Europe	Oxford (History) Syria/Ukraine
<b>Can we future-proof our planet?</b> <b>History of Grandpont</b> Grandpont, New Hinksey and Cold Harbor are Victorian and 20 <sup>th</sup> century suburbs. What is now Folly Bridge was open marshy meadowland, bisected by a huge grand pont (big bridge of 40 arches) Grand Pont was built on the original oxen forde (origin of Oxford) South Bridge was part of the Grandpont Causeway was begun by Robert D'Oilly (built Oxford Castle) in the 11 <sup>th</sup> century (2 of these arches can still be seen today) New Gate was a defensive tower with a portcullis, drawbridge and heavy gates was built in the 13 <sup>th</sup> century. By 16 <sup>th</sup> century, Grandpont causeway was more than 40 arches from St. Aldates to the foot of Hinksey Hill (Redbridge Park and Ride) along what is now Abingdon Road. Grandpont station closed in 1872 with the building of the new station on Botley Road. Grandpont housing estate was planned in the 1880s. <u>Study the origins of local street names surrounding the school and where children live</u> Oxford's first railway station – 1844 – was built on the corner of Marlborough and Western Roads. The station was wooden with two tracks. Water for the steam engines was obtained from the Thames. The railway line ran into Oxford through Hinksey Park and along Marlborough Road. St Ebbe's Primary School moved to Whitehouse Road in 1975. The original St Ebbe's school was an Anglican girls' school built in 1856 in Paradise Square (just to the west of where the Westgate shopping centre now is). With the development of the original Westgate shopping centre, much of St Ebbe's was cleared and the school was moved across the river into Grandpont (and hence out of the parish of St Ebbe's, though it retained the name). Oxford City Football Club – 1900-1988 (Whitehouse Road) <a href="https://www.southoxfordhistory.org.uk/">https://www.southoxfordhistory.org.uk/</a>			<b>Romans – What is worth striving for?</b> <b>Roman Empire</b> Lucius Septimium Severus (AD 145-211) was born in what now Libya and became Roman emperor in AD 193 after a ruthless campaign against his rivals Julius Caesar – Roman Emperor 49BC to 44BC Relationship with Cleopatra of Egypt Life in the Roman Empire The Forum: temples, marketplaces, etc. The Colosseum: circuses, gladiator combat, chariot races Roads, bridges, and aqueducts <b>Invasion of Britain</b> Romans invaded in 43AD under Emperor Claudius Boudicca led the Rebellion of the Iceni, in 60AD. Destroyed Roman settlements at Colchester, London and St Albans; Romans considered leaving. Romans fail to conquer Scotland (Caledonia)/Hadrian's Wall built Ireland (Hibernia) was not invaded Large Roman Settlements: Londinium and Eboracum Romans brought technological advances: Road networks, sewage and water supply systems, literacy and written records Our calendar comes from Rome Christianity official religion of Roman Empire The Republic – Senate, Patricians, Plebians The legend of Romulus and Remus Romans left in 410 Economic decline Cultural influence on language (Latin - centenary, mega, video)		
<b>What do humans need?</b> <b>Changes in Britain from the Stone Age to the Iron Age</b>  The <b>Stone Age</b> is a period in prehistory during which early humans started using stones, usually flint, to <b>make</b> tools and weapons to kill animals, such as mammoths, for their meat, bone marrow and skins. It is the earliest known period of human culture. The <b>Stone Age</b> began around 2.5 million years ago and lasted until around 2300 BC Early humans may have used art as a way of helping themselves survive. Paintings of animals on cave walls are common.			<b>Do we have the power to change the world?</b> <b>Why do people move? History of Oxford</b> <b>Oxford</b> The name Oxford derives from 'oxen forde' – a ford for Oxen across the River Thames in the early 10 <sup>th</sup> century.		

Humans have historically used art for different purposes:

- Representation
- Memory
- Lifestyle/control
- Imagination

Cave paintings are prehistoric works of art created by Stone Age people that have been found all over the world, with the oldest known being found in Europe.

They most often show pictures of animals, although some also show humans or use human handprints as the focus of the artwork.

One of the earliest cave paintings that has been found was painted 35,000 years ago. It is still unknown as to why these paintings were made.

#### **Do we need plants to survive and thrive?**

The Maya were a civilisation who lived in **Mesoamerica (Central America)** between around **200BCE and 1500 AD**.

The Maya were the first Mesoamericans to develop writing. The Maya were known for their advanced maths and specialised calendars.

The Maya lived in large cities of between 5,000 and 50,000. Each city state was ruled by a king who was believed to have been given the divine right to rule by the gods. **Chichén Itza** was one of the biggest settlements in the world at the time.

Farming was of great importance to the Mayans.

Most people grew their own crops in small fields: such as maize, cacao beans, squash and chilli.

There were 3 ways the Maya farmed.

If farmers grew more than they could eat, they traded the leftovers in markets.

The Maya believed in and worshipped several different gods. They believed that the gods had a good side and a bad side and that the gods could help or hurt them. The Maya would dance, sing and sometimes make offerings of blood to the gods.

Around 900AD, Maya cities became abandoned, but no-one knows for sure why this happened.

Theories include overpopulation, deforestation, warfare, shifting trade routes and extended droughts.

The river splits into many channels and was shallow and easy to cross on foot, enabling people, goods and animals from the Midlands to pass to the South and vice versa (now the A34).

<https://www.oxfordhistory.org.uk/>

#### **Anglo Saxons & Vikings up to the time of Edward the Confessor**

The Anglo-Saxons were made of 3 tribes from Europe – Angle, Saxon and Jutes

They first invaded in 4AD – defeated by Romans

450AD Romans left Britain – Anglo Saxons invaded successfully

Kingdoms: England and Wales (Northumbria, Mercia, Wessex, Kent, East Anglia, Sussex, Essex)  
Scotland (Pictland and Dal Riata)

Illuminated manuscripts – mix of Christian and Pagan symbols

596 St. Augustine sent by Gregory the Great (first Archbishop of Canterbury) as a missionary aiming to convert Pagans to Christianity

Conversion to Christianity was a defining moment in British History

Cambridge – 6<sup>th</sup> century illuminated book – Augustine Gospels – depict Mediterranean roots of English Christianity

Beowulf – first English poem – tells story of a brave Pagan warrior's battles with monsters and dragons

Beowulf is the birth of English literature

Alfred the Great – 871 – victory over the Vikings saved England – King of the Anglo Saxons

William the Conqueror – victory over English at Battle of Hastings 1066 – ended 500 years of Anglo Saxon rule

Battle of Hastings was recorded in the Domesday Book

Domesday Book gives us a portrait of England left to us by the Anglo Saxons – structures of local govern

## HISTORICAL KNOWLEDGE – Dates and Events – Declarative Knowledge – Know that ...

Year 5			Year 6		
<b>Year 5</b> <i>Do our beliefs shape our actions? (Ancient Egypt)</i> <i>Why do children need rights? (Victorians)</i> <i>Can one person make a difference (Inuit)</i>			<b>Year 6</b> <i>Is success the same for everyone? (Everest)</i> <i>What are the consequences of human endeavour? (Darwin/Easter Island)</i> <i>What is the best way to lead? (Benin/history of UK politics)</i>		
Hatshepsut	Victorian child	Inuit Elder	Mallory & Irvine Local heroes	Darwin Huxley	Eware the Great
Egypt/ N. Africa	London British industrial cities/Oxford	Arctic Circle	Oxford South Asia	Oxford South America	West Africa Caribbean
<b>Do our beliefs shape our actions?</b> Ancient Egypt was home to one of the most advanced civilizations of the ancient world. Lasting from 3100 BCE to 30 BCE. Protected from invaders by deserts and fed by fertile farmland on the banks of the river Nile, this civilization lasted for thousands of years. The ancient Egyptians left behind many clues to their way of life from giant temples and pyramids to statues, painting, mummies and hieroglyphs. The Ancient Egyptians worshipped thousands of different gods and goddesses, which were often shown as humans with animal features. The gods controlled everything from the movement of the sun across the sky to the flooding of the Nile. The Ancient Egyptians built nearly 100 pyramids over a millennium to serve as burial chambers for their royalty. They believed that the pyramids eased the pharaohs' passage into the afterlife. <b>Hatshepsut:</b> The female Pharaoh vanished from Egyptian history. Soon after her death in 1457 BC. Hatshepsut's monuments were attacked, her statues dragged down and smashed, and her image and titles defaced. The female pharaoh vanished from Egyptian history. <b>Tutankhamun:</b> King Tut, was an ancient Egyptian pharaoh who was the last of his royal family to rule during the end of the 18 <sup>th</sup> Dynasty during the new kingdom of Egyptian history. It is thought that many of the riches discovered in Tut's tomb, were as a result of the success of Hatshepsut's reign. Howard Carter was a British archaeologist who discovered Tutankhamun's tomb (the best-preserved ever found in the Valley of the Kings). He also discovered an empty tomb which was eventually associated with Hatshepsut.			<b>Is success the same for everyone?</b> The 1924 expedition team to Everest including: George Leigh Mallory, Andrew 'Sandy' Irvine, Noel Odell and Edward Norton.  The 1953 expedition team to Everest including: Sir Edmund Hillary and Tenzing Norgay. Oxford University is made up of 38 colleges. The oldest are University College, Balliol and Merton, established between 1249 and 1264. The largest college is Christchurch founded by Henry VIII.		
<b>Why do children need rights?</b> Chronology – when was the Victorian age? Context of Georgian period – 4 successive kings named George from 1714 to 1837 Victoria (George VI's niece) became Queen 1837 The class system (aristocracy, middling sort, poor) First monarch to live at Buckingham Palace Married Prince Albert of Saxe-Coburg Gotha Reigned until 1901 – 63 years (diamond and golden jubilee) Position of women in Victorian Britain Industrial Revolution Mechanisation of industry – power loom (1784) Gas lighting on streets Coal mining – NE England, S Scotland, Wales and Midlands Social changes - Poor conditions, working hours and pay in factories, collieries and mills			<b>What are the consequences of human endeavour?</b> 1835 Charles Darwin travels to Galapagos Islands Politics/Benin/British Empire <a href="#">1860 Darwin/Huxley debate at Oxford</a>		
			<b>What is the best way to lead?</b> Limitation of power of the monarch via the Magna Carta signed 15 <sup>th</sup> June 1215 – limited power of monarchs in Great Britain Baron Simon de Montfort called the first parliament Precedent set for non-royals in politics Charles I – Divine Right of Kings – led to Civil War and execution 1649-1660 – no monarch – Oliver Cromwell ruled – England declared a Commonwealth 1660 – Charles II ruled with a parliament William III and Mary II – joint monarchs signed 1689 - Declaration of Rights – limiting power of monarch Robert Walpole – achieved influence with George II. Became first Prime Minister. Great Britain created in 1707 Act of Union Global trade – colonies established abroad where British built towns and forts for merchants and soldiers to live Exchange of British goods for exotic luxuries Men forced to serve in the Royal Navy <b>Slavery</b> Slaves transported from Africa to plantations in the Americas Conditions on slave ships Treatment of slaves on plantations Abolitionists: Thomas Clarkson, William Wilberforce, Olandah Equiano 1807 Bill for Abolition of Slave Trade 1833 Slavery abolished		

<p>Young children in factories, collieries and mills - Rapid urbanisation - Housing conditions very poor - Cholera epidemics were common</p> <p>British economic growth: The Great Exhibition 1851 – Britain as a great manufacturer</p> <p>1833 Factory Act (minimum age to work; limited hours for children)</p> <p>1847 Factory Act (the ten hours act)</p> <p>1834 Poor Laws (reform workhouses)</p> <p>1848 Public Health Act</p> <p>1875 Chimney Sweep Act</p> <p>1880 Education Act</p> <p>1952 Great Smog</p>	<p>Victorian party politics – liberalism – Gladstone Conservative - Disraeli</p> <p><b>Benin</b> <i>Scramble for Africa – British Colonial Rule</i> Ghana, Sudan, South Africa</p> <p>Benin Kingdom began as a small group of villages To gain security and improved trading, they joined together around AD900 to form a unified Kingdom – Igodomigodo.</p> <p>AD1180 Ogiso and family exiled for misrule – unrest Eweke became king – the first of the Obas Obas were powerful and treated like gods They rose to become a wealthy empire in 16<sup>th</sup> century Invasion of Benin 1897 Benin Kingdom is now part of modern-day Nigeria</p>
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## HISTORICAL KNOWLEDGE – background information for teachers - Connections

EYFS	Year 1	Year 2	
	Understand the difference between pre-history and written history.		
Year 3	Year 4	Year 5	Year 6
<p><b>What do humans need? Do they need art and why? (Changes in Britain from the Stone Age to the Iron Age)</b></p> <p>Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age.</p> <p>Understand the difference between pre-history and written history.</p> <p>Art was used to communicate ideas and information.</p> <p><b>What does it take to be a superhero?</b></p> <p><b>Ancient Greece</b></p> <p>Forms an important foundation of Western culture. Encourage children to see how the politics, philosophies and myths of this civilisation have had a huge impact, even today. Explain how the city-states of Ancient Greece provided the earliest examples of the ideas of citizenship and democracy.</p>	<p><b>Who owns a country?</b></p> <p>Reading and writing is important for communicating ideas and information.</p> <p>The Romans exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom. In Britain, the Romans brought literacy (written history) and extended trade and contact with continental Europe, as well as vast technological developments.</p> <p>Historical importance of Christianity in Britain is emphasised. Early Christianity helped form identity and social organisation.</p> <p><b>Anglo Saxons and Scots?</b></p> <p>After the departure of the Romans - waves of invasions from Northern Europe and Scandinavia. The Anglo-Saxon immigrations and invasions mixed with the Romano-British to modify native culture. Significance immigration in forming cultures in the British Isles.</p>	<p><b>Why do we (children) need rights?</b></p> <p>Emphasise how the Industrial Revolution was one of the most significant social and demographic changes in history. Discuss how the mechanisation and electrification of industry and transport created, for the first time, wealth for the many who were not landowners, and changed the social structures of Britain. The demographic and social changes it necessitated caused a reassessment of ideas about the role of the state and political representation.</p>	<p><b>Benin/British history Everest?</b></p> <p>For hundreds of years, the monarch was largely responsible for the entire management of the country's affairs. Understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs is integral to understanding modern society and politics. The Magna Carta and de Montfort's parliament can be taught together as the first restrictions on the power of the monarch. Explain to students how the legacies of these events helped to shape and define the changing relationship between the people and the king, and how the influence of these events can be seen in later events in British history.</p>

	<p>Use maps to ensure children can understand where early Kingdoms existed in Britain.</p> <p><b>Norman Conquest</b></p> <p>The Norman Conquest marks the final successful hostile invasion of Britain. Explain how it ensured the continued existence of the fragile and newly unified England by the enforcement of a strong and informed system of government and taxation.</p>		
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### HISTORICAL KNOWLEDGE: TRANSFORMATIVE, DIVERSE INDIVIDUALS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Guy Fawkes Mary Anning Greta Thuneberg David Attenborough William Morris	Grace Darling Mary Jackson Katherine Johnson Dorothy Vaughan Margaret Aderin-Pocock Neil Armstrong Collins and Aldrin Carl Sagan Tim Peake Yuri Gagarin Valentina Tereshkova Laika William the Conqueror and Empress Matilda Mary Kingsley	Etienne and Joseph Montgolfier James Sadler Orville and Wilbur Wright Bessie Coleman Amelia Earheart Samuel Pepys King Charles II Christopher Wren Thomas Farrinor Sir Thomas Bludworth	Jane Goodall Alexander Fleming Edwin Hubble Mae Jameson Katie Bouman Malala Yousafsai Bill Gates William Shakespeare Emmeline Pankhurst Tim Berners-Lee Tom Hitchin Hayley Thomas	Alfred the Great, Athelstan (first King of England) Edward the Confessor, Thomas Cranmer Oliver Cromwell  Ruby Bridges Julius Caesar Boudicca Greta Thuneberg	Queen Hatshepsut Tutankhamun Queen Victoria Pitt Rivers Mary Seacole Florence Nightingale Ida Lovelace Lord Shaftesbury William Morris Charles Dickens Isambard Kingdom Brunel Thomas Barnado	Sandy Irvine George Mallory Edmund Hillary Noel Odell Edward Horton Tobei Junko Rob Hall Marianne North Charles Darwin Alfred Wallace David Attenborough Ewuare the Great Elizabeth II Henry VII/VIII
Trips/Visits/Experts				Hill End Roman Day		Annelise Dodds



## HISTORICAL VOCABULARY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Long ago, Beginning, Middle, End, Past, Present, Future, Triassic, Jurassic, Cretaceous, paleontologist, extinct, fossil	Now, yesterday, last week, recently, when I was younger, a long time time, before I was born, when my parents/grandparents were young archaeologist	Year, decade, century, millennium, AD	BC/AD/BCE/CE Ancient democracy, tyrant, philosopher, Olympic Games, Paralympic Games, Spartan		Pyramids Mummies Great Sphinx Hieroglyphics	Democracy, elected,

## SKILLS OF A HISTORIAN – procedural (know how to)

History	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Questioning</b>	I can answer 'how' and 'why' questions ... in response to stories or events.	Ask older people about events in living memory  I can talk about past and present events and answer questions involving the use of 'before' and 'after'.	I can talk about events 'before living memory' and answer questions.	I can gather evidence to help me ask and answer questions about the past.	I can suggest sources of evidence to help me ask and answer questions about the past.	I can use good sources of evidence and I understand that there is often not a single answer to historical questions.	I can investigate my own lines of enquiry by posing questions to answer and using reliable sources of evidence.
<b>Being chronologically secure</b>	I can order and sequence familiar events.	I can use timelines to order events or objects.	I can use a timeline to place important events.	I can use a timeline to place historical events in chronological order.	I can use a timeline to order past events, I understand that a timeline can be divided into BC and AD and describe the main changes in a period in history.	I can order significant events, movements and dates on a timeline and describe how some historical events occurred concurrently in different locations (i.e. Ancient Egypt and Prehistoric Britain).	
<b>Historical interpretation</b>	I can question why things happen and give explanations.	I can talk about the different ways in which the past is represented.  That some people are left out of history because of inequality	I understand the different ways in which the past is represented.  That some people are left out of history because of inequality	I can explore the idea that there are different accounts of history	I can give reasons why there might be different accounts of history.	I can understand that some evidence from the past is unreliable and that this affects interpretations of history.	I can give clear reasons why there may be different accounts of history and link this to a factual understanding of the past.
<b>Making connections</b>	I can talk about past and present events in my life and in the lives of family members.	I understand the difference between things that happened in the past and present.	I can make comparisons between some aspects of life in different time periods.	I can describe some similarities and differences between some people, events and objects (artefacts) that I have studied.	I can describe how some of the things I have studied from the past affect/influence life today.	I can make links between some of the features of past societies (e.g. religion, houses, culture, technology) and give reasons why changes may have occurred.	I can make links between events, situations and changes, noting connections, contrasts and trends over time.