

### Intent

At Tillington Manor we teach history to instil in the children an understanding, appreciation and curiosity of the past. We believe in providing our children with a high-quality history education which will help them gain an understanding of how the study of history is related to our daily lives. Children will be given a wide range of learning opportunities in order to develop the skills required to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. These skills will be used to give a coherent knowledge and understanding of Britain's past. The children will also develop their understanding of the history of the wider world and how different civilisations and cultures have impacted each other over time. Through understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, our children will also develop their understanding of their own identity and challenges of their time.

#### **The national curriculum for history aims to ensure that all pupils:**

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
  - ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
  - ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### EYFS – Understanding the World

History		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>

ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
-----	-------------------------	------------------	--

### History: Age related National Curriculum Coverage

Early Learning goals	Reception	Key Stage 1	Key Stage 2
<b>Understanding the world &amp; Past and present:</b> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<b>Understanding the world:</b> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<b>Pupils will be taught about:</b> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally for example, the Great Fire of London, first manned mission to the moon or events commemorated through festivals or anniversaries.</li> <li>• 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]</li> <li>• Significant historical events, people and places in their own locality. For example looking at the history of homes and Stafford Castle.</li> </ul>	<b>Pupils will be taught about:</b> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> <li>• The Roman Empire and its impact on Britain.</li> <li>• Britain's settlement by Anglo-Saxons and Scots.</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• A local history study – 19<sup>th</sup> Century Stafford.</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in history for <b>example the Battle of Britain</b></li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>• A non-European society that provides contrasts with British history –Mayan civilization c. AD 900</li> </ul>

<b>Year Group</b>	<b>History Units</b>		
<b>Year 1</b>	<b>Me and my world - Toys</b>	<b>Castles</b>	<b>Explorers – Christopher Columbus</b>
Big Question	How and why have toys changed over time?	What was life like in a castle?	Why do people explore?
Prior knowledge			
<b>Year 2</b>	<b>Great Fire of London</b>	<b>Gunpowder Plot</b>	<b>Florence Nightingale and Mary Seacole</b>
Big Question	Why was the Great Fire of London so devastating?	Why do we remember the 5 <sup>th</sup> November 1605?	Why are people thankful to Florence Nightingale and Mary Seacole?
Prior knowledge			
<b>Year 3</b>	<b>Stone Age</b>	<b>Egyptians</b>	
Big Question	Which was best: The Stone Age, Bronze Age or Iron Age?	What has been discovered about the Egyptians?	
Prior knowledge			
<b>Year 4</b>	<b>Greeks</b>	<b>Romans</b>	
Big Question	What has Ancient Greece left behind?	Why did the Romans invade and what did they want?	
Prior knowledge			
<b>Year 5</b>	<b>Mayans</b>	<b>Anglo-Saxons and Vikings</b>	
Big Question	Who were the Mayans?	Were the Anglo-Saxons and Viking settlers or invaders?	
Prior knowledge			
<b>Year 6</b>	<b>19<sup>th</sup> century Stafford</b>	<b>Battle of Britain</b>	
Big Question	Has Stafford changed in the last 150 years?	What changed during and after the Battle of Britain?	
Prior knowledge			

# History - Learning Challenges/Key Questions/Vocabulary/Expected standards - Y1

	Autumn	Spring	Summer
KS1 Y1	Me in my world	Castles and Turrets	Explorers
Learning Sequence	<p><b>How and why have toys changed over time?</b> <i>Changes within living memory Y1</i></p> <p>What are toys like today? Which came first? (e.g. of ... from the last 20 years or so) What is the item used for? Key components and materials item is made from now compared to last 10/20 years How has the item changed? Why has the item changed? How has life improved as a result .....? How does it help us now?</p>	<p><b>What was life like in a castle?</b> <i>Place of historical significance in the locality</i></p> <p>Where/Why were castles built? What were the main parts of the castle? How did castles change? Why did castles change? Which castle came first? Who lived in castles? How did they defend/attack castles? Why does Stafford have a castle? What was it like to live in the castle? How was life different from now? How has Stafford Castle changed over the years?</p>	<p><b>Why do people explore?</b> <i>Lives of important individuals</i> <i>Events beyond living memory that are significant nationally</i></p> <p>Who was Neil Armstrong/Christopher Columbus? What did he do? How did he get to the moon? How did he get to the new world? What happened when he arrived? What special equipment did he need? What was different about the food they ate? What was life like on board ship? What did Christopher Columbus discover? Where in the world did Christopher Columbus go?</p>
Prior Learning	<ul style="list-style-type: none"> <li>How things have changed from the past</li> <li>Images from the past – how it is different to now</li> <li>Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>Toys in the past were made of different materials</li> <li>Electricity has changed toys nowadays</li> <li>There are more toys nowadays due to technology</li> </ul>	<ul style="list-style-type: none"> <li>Technology changes – how toys have changed</li> <li>Parts of a castle (battlement, tower, gate, moat, keep)</li> <li>Changes over time (toys and castles)</li> </ul>
Vocabulary	<p>Old; new before/after/first/last → past/ now → change Different/same/change</p>	<p>On-going historical terminology: Old; new → before/after/first/last/long ago → past/now Different/same/change</p> <p><b>Specific vocabulary:</b> Castle → battlements → moat → drawbridge → tower Lord – servant</p>	<p>On-going historical terminology: past/present/now/recent → order → century details/facts → events → feature reasons for artefact - document → information → research/find → deduce</p> <p><b>Specific vocabulary:</b> significant/important – equipment – supplies</p>

Milestones	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>the terms order and change</li> <li>which item came first and why</li> <li>what the item was like and how it has changed in the last 20 years (materials, technology, style)</li> <li>why the item has changed (technology, materials)</li> <li>how life has improved for children as a result of the changes</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Make observations + recount facts</li> <li>Identify main change – before/ after</li> <li>Order 2 items/events</li> <li>Identify a reason</li> <li>Answer/ask questions from a source</li> </ul>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>where castles were built - how castles changed</li> <li>the main parts of a castle – moat, drawbridge, gatehouse, tower, battlement, dungeon, spiral staircase, kitchens, living areas</li> <li>who lived in castles – lords/ladies, knights, peasants</li> <li>what people did to defend castles</li> <li>about life in the castle – how food was prepared, what the rooms were like, how the quarters for servants were different compared to the Lord's</li> <li>how light and heat was provided and how this different to now</li> <li>what is different in Stafford Castle from when it was built</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Make observations + recount facts</li> <li>Identify main change – before/ after</li> <li>Order 2 items/events</li> <li>Identify a reason</li> <li>Answer/ask questions from a source</li> </ul>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>Neil Armstrong landed on the moon on 21<sup>st</sup> July 1969 as part of the Apollo 11 space mission</li> <li>Christopher Columbus lived in the 15<sup>th</sup> century and sailed to lots of lands. He found the Americas by accident. He was actually looking for a new way to get to China and India.</li> <li>Details of the Apollo 11 mission – different stages of the mission</li> <li>What happened when they landed on the moon</li> <li>about the equipment they used (spacesuit, helmet, a command module, a service module, and a lunar module)</li> <li>about the living arrangements on the rocket and landing craft/ship</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <p>Children in Y1 will:</p> <ul style="list-style-type: none"> <li>Make observations + recount facts</li> <li>Identify main change – before/ after</li> <li>Order 2 items/events</li> <li>Identify a reason</li> <li>Answer/ask questions from a source</li> </ul>

## End of Year Expectations

Strand	Y1 – Children will know:	Y1 Greater Depth
Chronology	<ul style="list-style-type: none"> <li>how some objects have changed in recent times</li> <li>the order of 2/3 versions of an object that has changed (e.g. toys)</li> </ul>	<ul style="list-style-type: none"> <li>know/use a wider range of vocabulary when talking about past e.g. before; after</li> <li>be able to order a larger selection of objects</li> </ul>
Knowledge + Reasons/consequences	<ul style="list-style-type: none"> <li>some details about events/people studied and sequence some of the key aspects of the event/person's life</li> <li>a reason for why something happened</li> </ul>	<ul style="list-style-type: none"> <li>know a range of detail about events/people studied</li> <li>explain differences between their own life and that of the person in the past</li> <li>explain why some objects were different in the past</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>that we can find out about the past from historical objects</li> </ul>	<ul style="list-style-type: none"> <li>give a range of examples of objects which tell them about the past</li> </ul>
Enquiry	<ul style="list-style-type: none"> <li>that different artefacts help us to answer questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>begin to answer questions using artefacts/sources in more detail</li> </ul>

	<b>Autumn</b>		<b>Summer</b>
KS1 Y2	<b>Hot, hot, hot!</b>		<b>Seaside</b>
Learning Sequence	<p>Why do we remember the 5<sup>th</sup> November 1605?  <i>Events beyond living memory that are significant nationally</i></p> <p>Who ruled the country in the early 1600s?          Where was the Parliament? Who was in the Parliament?          What was the official religion in Britain at that time? Why did Catholics feel they were not treated fairly?          What was the Gunpowder plot? Who was involved?          Why did the Gunpowder plot fail?          What happened in our country as a result of the Gunpowder Plot?</p>	<p>Why was the Great Fire of London so devastating?  <i>Events beyond living memory that are significant nationally</i></p> <p>Who was the king in 1666? What was it like to live in London in 1666 – what were the houses like and how were they constructed?          How did the Great Fire start? What happened to the people of London? How did they manage to stop the fire in the end?          How is the fire service different now?          What happened after the Great Fire of London? How did buildings change?</p>	<p>Why are people thankful to Florence Nightingale and Mary Seacole?  <i>Lives of important individuals</i></p> <p>Who were Florence Nightingale and Mary Seacole? How were their lives different?          What did Florence Nightingale and Mary Seacole do?          How did they help other people? What was nursing like in the 19<sup>th</sup> century?          How did it change because of Florence Nightingale/Mary Seacole?          How are hospitals different today?</p>
Prior learning	<ul style="list-style-type: none"> <li>• Event – first man on the moon (1969)</li> <li>• That things have changed from the past to now (toys)</li> <li>• Stafford castle – heat and light came from candles and fire places</li> </ul>	<ul style="list-style-type: none"> <li>• Event – Gunpowder plot (1605)</li> <li>• That things have changed from the past to now (toys)</li> <li>• Stafford castle – heat and light came from candles and fire places</li> <li>• King James I ruled in the early 1600s</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compare to Christopher Columbus and Neil Armstrong (1969) (Y1)</li> <li>• That things have changed from the past to now (toys)</li> <li>• How things have changed from the past to now – technology (toys) and services (Great Fire of London)</li> </ul>
Vocabulary	<p>On-going historical terminology:          past/present/now/recent/long ago → order → century          details/facts → events          reasons for          artefact - document → information → research/find → deduce</p> <p>Specific vocabulary:          King - Parliament – government - rebellion – protestant/catholic</p>	<p>On-going historical terminology:          past/present/now/recent → order → century          details/facts → events → feature          reasons for          artefact - document → information → research/find → deduce</p> <p>Specific vocabulary:          disaster – spread - build – cathedral</p>	<p>On-going historical terminology:          past/present/now/recent → order → century          details/facts → events → feature          reasons for          artefact - document → information → research/find → deduce</p> <p>Specific vocabulary:          Disease – germs - soldier</p>

Milestones	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>who ruled this country in the early 16<sup>th</sup> century and what the Parliament was → term government</li> <li>that the official religion of Great Britain was Protestant</li> <li>that Catholics felt they were treated unfairly</li> <li>why the Gunpowder Plot happened and who was involved</li> <li>details of the plans for the plot</li> <li>why the plot failed</li> <li>that they can find out about the events by looking at books, pictures and diary entries from the time</li> <li>how the Gunpowder Plot is remembered</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Begin to give more detailed descriptions of past features</li> <li>Identify changes + how different to now use language such as past/present/order</li> <li>Sequence several items/events</li> <li>Identify several reasons</li> <li>Offer more detailed answers from/ask questions using sources → begin to deduce info from sources</li> </ul>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>Charles II was the king</li> <li>the Great Fire started in Pudding Lane in a bakery</li> <li>why the fire spread and what buildings in London were like</li> <li>what happened to people</li> <li>how they fought the fire and how this is different now for a modern day fire service</li> <li>how building changed and what we have a result e.g. St Pauls</li> <li>they can find out about the past from different types of information → Y2: sources/artefacts</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Begin to give more detailed descriptions of past features</li> <li>Identify changes + how different to now use language such as past/present/order</li> <li>Sequence several items/events</li> <li>Identify several reasons</li> <li>Offer more detailed answers from/ask questions using sources → begin to deduce info from sources</li> </ul>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>who FN and MS were and where they grew up and lived</li> <li>what their lives were like before the Crimean war and how they were treated differently</li> <li>why they went to the Crimea</li> <li>how they helped injured soldiers and what they did to improve conditions in hospitals</li> <li>how hospitals are different now compared to the 19<sup>th</sup> century</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Begin to give more detailed descriptions of past features</li> <li>Identify changes + how different to now use language such as past/present/order</li> <li>Sequence several items/events</li> <li>Identify several reasons</li> <li>Offer more detailed answers from/ask questions using sources</li> <li>→ begin to deduce info from sources</li> </ul>

## Y2 Expected Standards

Strand	Y2 – Children will:	Greater Depth
Chronology	<ul style="list-style-type: none"> <li>know/use a wider range of vocabulary when talking about past e.g. before; after</li> <li>be able to order a larger selection of objects</li> </ul>	<ul style="list-style-type: none"> <li>sequence events in the life of a famous person</li> <li>order range of objects in chronological order – giving reasons for order</li> </ul>
Knowledge + Reasons/consequences	<ul style="list-style-type: none"> <li>know a range of detail about events/people studied</li> <li>explain differences between their own life and that of the person in the past</li> <li>explain why some objects were different in the past</li> </ul>	<ul style="list-style-type: none"> <li>Explain why someone in the past acted as they did</li> <li>Explain how features of past are different from now</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>give a range of examples of objects which tell them about the past</li> </ul>	<ul style="list-style-type: none"> <li>explain how objects and artefacts have helped to inform their historical understanding</li> </ul>
Enquiry	<ul style="list-style-type: none"> <li>begin to answer questions using artefacts/sources in more detail</li> </ul>	<ul style="list-style-type: none"> <li>independently research a famous event/person</li> </ul>

	Autumn	Spring
KS2 Y4	Stone Age	Egyptians
Learning Sequence	<p><b>Which was best: The Stone Age, Bronze Age or Iron Age?</b>  <i>Changes in Britain from the Stone Age to the Iron Age.</i></p> <ul style="list-style-type: none"> <li>• When was the Stone Age, Bronze Age and Iron Age?</li> <li>• What was everyday life like in the Stone/Bronze/Iron Age?</li> <li>• How did people travel?</li> <li>• How did tools and weapons develop?</li> <li>• How do we know about people in the Stone to Iron Ages?</li> </ul>	<p><b>What has been discovered about the Egyptians?</b>  <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt</i></p> <ul style="list-style-type: none"> <li>• When in history did the ancient Egyptians live?</li> <li>• Why do we know so much about the lives of the Ancient Egyptians?</li> <li>• What were the different roles/jobs in Ancient Egyptian society?</li> <li>• What was everyday life like for different people in Ancient Egypt?</li> <li>• What were the key beliefs of Ancient Egypt? How did Ancient Egyptians prepare for death?</li> <li>• Was life fair for all in Ancient Egypt?</li> <li>• How do we know so much about Ancient Egypt?</li> </ul>
Prior learning	<ul style="list-style-type: none"> <li>• Gunpowder Plot – 5<sup>th</sup> November 1605. Plotters threatened to blow up the Houses of Parliament.</li> <li>• Great Fire of London – September 1666. The fire started in Thomas Farriner's bakery on Pudding Lane.</li> <li>• How things have changed (toys, Florence Nightingale and Mary Seacole medical changes)</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age, Bronze Age and Iron Age happened before the Egyptian period</li> <li>• In the Stone Age, Bronze Age and Iron Age they were hunter gatherers then progressed to warriors; they lived in caves then progressed to wooden houses and hill forts; they scavenged for food then progressed to farming</li> <li>• Houses during the 1600s were made of wood then progressed to bricks after the Great Fire of London</li> </ul>
Vocabulary	<p>On-going historical terminology:  BC/AD – ancient/recent – prehistoric – dark ages  Similarities/differences/change  reason for – results of  Representations - Sources → artefacts, pictorial, written  Deduce  Describe/Explain – features of...</p> <p>Specific vocabulary:  Settlement – culture – society – farming/agriculture – hunter/gatherer - invent construct/make – tools – dwelling – condition – transport – travel</p>	<p>On-going historical terminology:  BC/AD – ancient/recent – civilisation - dynasty  Similarities/differences/change  reason for – results of  Representations →  Sources → artefacts, pictorial, written  Deduce  Describe/Explain – features of...</p> <p>Specific vocabulary:  civilisation, society, culture, government, pharaoh, agriculture, master/slave/free, household, pyramid, sarcophagus, Canopic jars, after-life - religion</p>



Milestones	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>when the Stone Age/Iron Age periods were and relate them to the birth of Jesus – use terms like BC/AD, ancient and modern</li> <li>what everyday life was like – recount details of homes, food, hunting, transport, tools, weapons, leisure etc.</li> <li>how life was different from now and give reasons and how life changed from the Stone Age to Iron Age</li> <li>how we have been able to find out so much about the lives of people in the Stone to Iron ages</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Produce a time line to show relative positions of events</li> <li>Begin to describe changes/similarities</li> <li>Describe features of everyday life → give reasons</li> <li>Deduce information from sources and begin to use a range of sources in research</li> <li>Recognise the past is represented through a range of sources</li> </ul>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>when the Ancient Egyptians lived and relate the time to the birth of Jesus – use terms like BC/AD, ancient and modern, century</li> <li>what everyday life was like – recount details of homes, food, agriculture, transport, weapons, etc.</li> <li>how Ancient Egyptians prepared for death and what the process of mummification entailed → Y4: how practice for funerals burials was different for different people in society</li> <li>what a pyramid is and how it was constructed – why tombs/pyramids were so important in the religious beliefs of the Ancient Egyptians</li> <li>how life was different/similar from now and from other history topics studied + give reasons → in Ancient Egypt</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Produce a time line to show relative positions of events</li> <li>Begin to describe changes/similarities</li> <li>Describe features of everyday life → give reasons</li> <li>Deduce information from sources and begin to use a range of sources in research</li> <li>Recognise the past is represented through a range of sources</li> </ul>
------------	---	---

## End of Year Expectations

Strand	Y3 – Children will know:	Greater Depth
Chronology	<ul style="list-style-type: none"> <li>that the Stone Age/Ancient Egyptian periods were before the birth of Jesus and be able to order them in relation to other history topics studied</li> <li>how life was different in the periods studied compared to now</li> </ul>	<ul style="list-style-type: none"> <li>begin to use broad periods to place events/historical details in a chronological framework</li> <li>explain how life was different between topics studied</li> </ul>
Knowledge + Reasons/consequences	<ul style="list-style-type: none"> <li>some of the features of everyday life for people in the Stone Age/Ancient Egyptian times and how they differed from each other</li> <li>how the government of Ancient Egypt differed from now</li> <li>some reasons for why things happened in the Stone Age/ Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>begin to recognise the impact of events/features on different people</li> <li>know a more detailed range of reasons for events/features</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>that we can find out about the past from a range of pictorial sources and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify characteristics of different representations</li> </ul>
Enquiry	<ul style="list-style-type: none"> <li>that they can answers questions about the past and deduce details from clues</li> </ul>	<ul style="list-style-type: none"> <li>Use several sources to begin to draw a conclusion about an event</li> </ul>

# History - Learning Challenges/Key Questions/Vocabulary/Expected standards - KS2 - Y4

	Autumn	Summer
KS2 Y4	Ancient Greeks	The Romans
Learning Sequence	<p><b>What has Ancient Greece left behind?</b>  <b><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></b></p> <ul style="list-style-type: none"> <li>How long ago was the time of the Ancient Greeks?</li> <li>What were buildings like in Ancient Greece? How were building similar to buildings we have in this country?</li> <li>How did ancient Greece affect the sports we have now? What sports were the same/different?</li> <li>How was government in Ancient Greece similar to government nowadays?</li> </ul>	<p><b>Why did the Romans invade and what did they want?</b>  <b><i>The Roman Empire and its impact on Britain.</i></b></p> <ul style="list-style-type: none"> <li>When did the Romans invade Britain?</li> <li>Who was Julius Caesar?</li> <li>Why did the Romans invade Britain?</li> <li>Was everyone happy for the Romans to rule Britain? How did the Romans maintain their rule of Britain?</li> <li>What was everyday life like for the Romans in Britain?</li> <li>How did life change as a result of Roman settlement in Britain?</li> </ul>
Prior learning	<ul style="list-style-type: none"> <li>Stone Age, Bronze Age and Iron Age happened before the Egyptian period.</li> <li>The Egyptian period (3100BC) came before the Ancient Greeks</li> <li>In the Stone Age, Bronze Age and Iron Age they were hunter gatherers then progressed to warriors; they lived in caves then progressed to wooden houses and hill forts; they scavenged for food then progressed to farming</li> <li>In the Egyptian period houses were constructed from mud bricks and most people were farmers, some were craftsmen, scribes or soldiers and a smaller number of people were the powerful nobles and priests.</li> <li>The Nile was important for travel, farming and drinking water.</li> </ul>	<ul style="list-style-type: none"> <li>The Ancient Greek period was from 700 – 480 BC</li> <li>The Ancient Greeks created the Olympic Games and certain events (marathon, javelin)</li> <li>The Ancient Greeks were famous for their buildings, including the Parthenon.</li> <li>Buildings have changed over time (caves, wooden houses, stone, bricks – link to Stone Age and Great Fire of London)</li> <li>The Ancient Greeks was a democracy – ruled by the citizens of a city</li> </ul>
Vocabulary	<p>On-going historical terminology:  BC/AD – ancient/recent –century/periods - civilisations  Similarities/differences → Y4: compare/contrast  reason for – results of ... → cause/consequence  versions/fact/opinion  artefacts, pictorial, written  Deduce  Describe/Explain – features</p> <p>Specific vocabulary:  civilisation, democracy, society, culture, government, conquer, rule, myths, legends - master/slave/free, household,</p>	<p>On-going historical terminology:  BC/AD – ancient/recent –century/periods - civilisations  Similarities/differences → Y4: compare/contrast  reason for – results of ... → cause/consequence  versions/fact/opinion  artefacts, pictorial, written  Deduce  Describe/Explain – features</p> <p>Specific vocabulary:  civilisation, democracy, society, culture, government, conquer, rule, conquer, rule, invade, rebellion/revolt, empire/emperor - master/slave/free, household,</p>

Milestones	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>when the period of the Ancient Greeks was and relate it to the birth of Jesus – use terms like BC/AD, ancient and modern, century</li> <li>what buildings in Ancient Greece were like and how they influenced architecture in more recent times e.g. 18<sup>th</sup> century → examples of buildings around today that were based on \Greek architecture</li> <li>how sporting events in Ancient Greece influenced what we have now – example of the Olympics and specific sporting activities e.g. marathon, javelin, sprint</li> <li>how government was similar/different to now and other periods studied → what the impact is for all people in society now (democracy)</li> <li>how life was different for a slave compared to a leader</li> <li>some details of Greek myths and legends → how stories are similar to other cultures</li> <li>the names of Ancient Greek Gods → how the religious beliefs of Ancient Greece were similar/different to other periods studied</li> <li>how we have been able to find out about the lives of people in Ancient Greece → how different sources have contributed to our understanding and how they differ (factual and opinion)</li> <li>how Ancient Greece was similar/different to other periods studied and know reasons for differences → Y4: how life was similar for different people in society</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <p>Produce a timeline – include dates + divide in to 1000yr blocks – include other key events – relate to now Describe changes/similarities in detail Describe what life was like for different people in society + identify reasons for differences/results of .... Use a range of sources to research and combine information in responses Identify that there can be different versions of the past → begin to recognise fact/opinion</p>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>when the Romans invaded and occupied Britain – use terms like BC/AD, ancient and modern, century</li> <li>what an empire is and which parts of the world were part of the Roman empire</li> <li>what everyday life was like – recount details of homes, food, transport, weapons etc. → Y4: how life was different for different people in society in Roman times</li> <li>the names of Ancient Greek Gods → Y4: how the religious beliefs of Ancient Greece were similar/different to other periods studied</li> <li>how life was different from now and other periods studied and know why → Y4: identify changes and reasons/results of changes for different people in society now</li> <li>that Boudicca led resistance against Roman rule and why - how the Romans maintained their rule</li> <li>how we have been able to find out so much about the lives of people in Roman Britain → Y4: how different sources have contributed to our understanding and how they differ (fact/opinion)</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <p>Produce a timeline – include dates + divide in to 1000yr blocks – include other key events – relate to now Describe changes/similarities in detail Describe what life was like for different people in society + identify reasons for differences/results of .... Use a range of sources to research and combine information in responses Identify that there can be different versions of the past → begin to recognise fact/opinion</p>
------------	---	--

## End of Year Expectations

Strand	Y4 – Children will know:	Greater Depth
Chronology	<ul style="list-style-type: none"> <li>what life was like for different people in society in Ancient Greece and Roman Britain</li> <li>what an empire is and how government was maintained compared to now</li> <li>some of the reasons for/results of events, and features introduced in, Ancient Greece and Roman Britain</li> </ul>	<ul style="list-style-type: none"> <li>when the Ancient Greek and the Roman periods were in relation to the birth of Jesus and when they occurred in relation to other key events and topics studied</li> <li>how life was different to now/other topics studied and how some features influenced life now</li> </ul>
Knowledge + Reasons/consequences	<ul style="list-style-type: none"> <li>that interpretations of the past can vary due to the difference between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>what life was like for different people in society in Ancient Greece and Roman Britain</li> <li>what an empire is and how government was maintained compared to now</li> <li>some of the reasons for/results of events, and features introduced in, Ancient Greece and Roman Britain</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>that they can expand the detail in their research by combining information from different sources</li> </ul>	<ul style="list-style-type: none"> <li>that interpretations of the past can vary due to the difference between fact and opinion</li> </ul>

Enquiry	•	• that they can expand the detail in their research by combining information from different sources
---------	---	---

## History - Learning Challenges/Key Questions/Vocabulary/Expected standards - KS2 Y5

	Autumn	Summer
KS2 Y5	Mayans	Vikings and Anglo Saxons
Learning Sequence	<p><b>Who were the Mayans?</b>  <i>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900</i></p> <ul style="list-style-type: none"> <li>Where did the Mayans live?</li> <li>When was the period of the Mayans?</li> <li>What was everyday life like for the Mayans? How did life differ for different groups?</li> <li>How was life in Mayan civilization similar/different to life in Britain now?</li> <li>How was life different compared to other periods studied?</li> </ul>	<p><b>Were the Anglo-Saxons and Viking settlers or invaders?</b>  <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <ul style="list-style-type: none"> <li>When did the Anglo Saxons/Vikings invade Britain</li> <li>Why did the Anglo Saxons/Vikings invade Britain and settle here?</li> <li>How did life change in Britain? (Impact of crafts, skills, cultures brought – e.g. Staffordshire Hoard)</li> <li>In what ways did the religious life of Britain change in this time? (The rise of Christianity)</li> <li>How was law and order maintained? How was law and order similar/different to law and order in Britain now?</li> <li>How was life in Anglo Saxon times different from Roman times? What would have been different in Britain now if the Anglo Saxons/Vikings hadn't come?</li> </ul>
Prior learning	<ul style="list-style-type: none"> <li>The Roman period came before the classic Maya period</li> <li>The Romans invaded other countries to grow their empire</li> <li>In the Stone Age, Bronze Age and Iron Age they were hunter gatherers then progressed to warriors; they lived in caves then progressed to wooden houses and hill forts; they scavenged for food then progressed to farming</li> <li>Greece, Rome, Skara Brae and London are in Europe</li> <li>Boudicca led a revolt against the Romans</li> <li>The Nile was important for travel, farming and drinking water (link to using what was available).</li> </ul>	<ul style="list-style-type: none"> <li>The classic Maya period was from 250AD to around 900AD</li> <li>The Nile was important for travel, farming and drinking water (link to using what was available).</li> <li>In the Stone Age, Bronze Age and Iron Age they were hunter gatherers then progressed to warriors; they lived in caves then progressed to wooden houses and hill forts; they scavenged for food then progressed to farming</li> <li>Boudicca led a revolt against the Romans</li> </ul>

Vocabulary	<p>On-going historical terminology:  Period/civilisation/century/decade  Compare – cause/consequence/link →  Reasons for/Results of/impact – explain/link →  Representations/interpretations/fact + opinion  Sources – primary/secondary – evaluate  Describe/explain – features - impact/significant</p> <p>Specific vocabulary:  civilisation, democracy, society, status, settlement, government – culture - trade/business – industrial - agricultural - invention/development</p>	<p><b>Vocabulary:</b>  On-going historical terminology:  Period/civilisation/century/decade  Compare – cause/consequence/link →  Reasons for/Results of/impact – explain/link →  Representations/interpretations/fact + opinion  Sources – primary/secondary – evaluate  Describe/explain – features - impact/significant</p> <p>Specific vocabulary:  Government – rule – democracy - monarch – kingdom - conquer, rule, invade, settle - immigrant, migrate – emigrate - culture - trade/business – industrial - agricultural – craft – artisan - invention/development</p>
Milestones	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>when and where the Mayans lived</li> <li>details about their every-day life – homes, food, education, farming, jobs, transport</li> <li>how life differed for different people in society → Y6: how features are interconnected and have a range of consequential effects on the life experiences of different people in society</li> <li>how life was similar/different to now and to other periods already studied → Y6: how one change impacted on another</li> <li>how different evidence sources have contributed to our understanding of Mayan culture → Y6: understand how bias affect interpretation</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Produce a time line – marking events, using 100 year intervals</li> <li>Describe changes/similarities between periods and note patterns</li> <li>Describe features/events, beginning to link features in more detailed explanations</li> <li>Identify and link different reasons – use cause consequence</li> <li>Offer reasons for different interpretations and be aware people can have diff perspectives on events</li> <li>Begin to evaluate the usefulness of sources</li> </ul>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>when the Anglo Saxons/Vikings came to Britain</li> <li>why the invasions happened → Y6: different perspectives for invasion</li> <li>details about every-day life and the different skills and cultures brought to this country – what the Staffordshire Hoard is and what it tells us about Anglo Saxon life</li> <li>how religious life changed and what this meant for the people – be able to recount some details of people like Bede/Columba</li> <li>how law and order was maintained and how it was similar/different to today → Y6: know how changes have a range of causal/consequential effects</li> <li>who key figures such as Alfred the Great was and what he did that was so important at the time → Y6: the impact of Alfred the Great on what happened in England afterwards/now</li> <li>how/why life in Britain was similar/different to Roman times → Y6: understand the range of reasons for change and how one change impacted on another</li> <li>that a range of evidence contributes to our understanding of the periods → Y6: understand how bias affect interpretation</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <p>Produce a time line – marking events, using 100 year intervals  Describe changes/similarities between periods and note patterns  Describe features/events, beginning to link features in more detailed explanations  Identify and link different reasons – use cause consequence  Offer reasons for different interpretations and be aware people can have diff perspectives on events  Begin to evaluate the usefulness of sources</p>

## End of Year Expectations

Strand	Y5 – Children will know:	Greater Depth
Chronology	<ul style="list-style-type: none"> <li>how to produce their own timeline, marking events on in the correct order and using some key dates/centuries to give a chronological framework</li> <li>some of the major changes in lifestyle between topics studied and recognise basic patterns</li> </ul>	<ul style="list-style-type: none"> <li>independently create a timeline to show the development of specific features over time</li> </ul>

Knowledge + Reasons/consequences	<ul style="list-style-type: none"> <li>features of everyday life for the Mayans and Anglo Saxons/Vikings and begin to connect features using terms like cultural, social, political</li> <li>how an event from the topics studied helped to shape the world we have today</li> <li>that some reasons for/consequences of events are connected</li> </ul>	<ul style="list-style-type: none"> <li>describe/explain how things we have today, and in the periods studied, have been shaped by a range of events/ circumstances</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>some reasons for different perspectives in history</li> </ul>	<ul style="list-style-type: none"> <li>provide more detailed explanations for why there are different interpretations</li> </ul>
Enquiry	<ul style="list-style-type: none"> <li>that some sources of information may be more useful for research than others and be able to give a reason for this</li> </ul>	<ul style="list-style-type: none"> <li>research an aspect of history, beginning to make decisions about the reliability of sources to support the research</li> </ul>

### History - Learning Challenges/Key Questions/Vocabulary/Expected standards - Y6

	Autumn	Spring or Summer?
KS2 Y6	19 <sup>th</sup> Century Stafford	Battle of Britain – WW2
Learning Sequence	<p><b>Has Stafford changed in the last 150 years?</b> <b>NC: A local history study – 19<sup>th</sup> Century Stafford.</b></p> <ul style="list-style-type: none"> <li>What happened in the 19<sup>th</sup> century – overview of significant events and the reign of Queen Victoria</li> <li>What was Stafford like pre 19<sup>th</sup> century – High House, Courts, St Mary's Church etc.?</li> <li>How did Stafford change in the 19<sup>th</sup> century? (Civic buildings, housing, transport developments etc.)</li> <li>Why did Stafford grow? (Railway → factories/jobs etc.) - How did life change after railways? What advantages were there for the people of Stafford from the railways?</li> <li>How did people spend their leisure time? (Theatre, church, parks etc.)</li> <li>How much has changed/stayed the same in Stafford since the 19<sup>th</sup> century? What are the reasons for change? (establishing different reasons)</li> </ul>	<p><b>What changed during and after the Battle of Britain?</b></p> <ul style="list-style-type: none"> <li>What significant events happened in the 20<sup>th</sup> century?</li> <li>What were planes like at the end of WW1?</li> <li>What were the technological advances made between WW1 and WW2 that allowed planes to develop for the Battle of Britain?</li> <li>What was the Battle of Britain? How did technology have an impact upon this battle?</li> <li>Why was the Battle of Britain a significant turning point in WW2?</li> <li>How were changes reported? How was the battle reported by the different sides? Were the reports accurate?</li> <li>How has life in Britain changes as a result of the Battle of Britain?</li> <li>How have planes continued to evolve from the time of the Battle of Britain?</li> </ul>
Prior learning	<ul style="list-style-type: none"> <li>Late Stone Age (4000BC – 2500BC), Bronze Age (2500BC to 800BC) and Iron Age (800BC - AD43)</li> <li>Egyptian period (3100BC)</li> <li>Ancient Greek period (700BC – 480BC)</li> <li>Roman period (invasion of Britain) (54BC, 53BC and 43AD)</li> <li>The Mayan period (250 AD to c900 AD)</li> <li>Viking and Anglo-Saxon period (AD700 to 1100)</li> </ul>	<ul style="list-style-type: none"> <li>Boudicca led a revolt against the Romans</li> <li>The Romans invaded Britain to grow their empire</li> <li>Julius Caesar was a famous Roman leader</li> <li>The Vikings invaded Britain in 787AD</li> <li>The Ancient Greeks were famous for their buildings, including the Parthenon.</li> <li>Buildings have changed over time (caves, wooden houses, stone, bricks – link to Stone Age and Great Fire of London) – also link to technological advances (toys Y1)</li> </ul>

Vocabulary	<p>On-going historical terminology:          Century – chronology – generation revolution          Compare – cause/consequence/link → pattern/connect/distinction          Reasons for/Results of/impact – explain/link → classify → political, economic, social, financial          bias/perspective/prejudice          Sources – primary/secondary – evaluate → reliable          Describe/explain – features impact/significant - paramount – insignificant</p> <p>Specific vocabulary:          democracy, society, status, government, democracy, monarch - culture, trade/business – industrial - agricultural – urban/rural – factory – leisure - invention/development - advances – technological – evolution revolution/innovation</p>	<p>On-going historical terminology:          Century – chronology – generation revolution          Compare – cause/consequence/link → pattern/connect/distinction          Reasons for/Results of/impact – explain/link → classify → political, economic, social, financial          bias/perspective/prejudice          Sources – primary/secondary – evaluate → reliable          Describe/explain – features impact/significant - paramount – insignificant</p> <p>Specific vocabulary:          democracy, society, status, government, democracy, monarch – dictatorship – autocracy - culture, trade/business – industrial - agricultural – urban/rural – factory – leisure - invention/development - advances – technological – evolution revolution/innovation</p>
Milestones	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>the significant events that happened in the 19<sup>th</sup> century – Reign of Queen Victoria – industrial changes e.g. transport - empire</li> <li>what Stafford was like – be able to identify buildings from the 19<sup>th</sup> century and the developments that happened in Stafford – civic developments</li> <li>why Stafford grew – coming of the railway and how it impacted on Stafford → Y6: know a range of reasons caused developments and recognise how one change impacted on another</li> <li>how people spent their leisure time → Y6: recognise how different features are interconnected</li> <li>how Stafford has changed since the 19<sup>th</sup> century (growth in population and reasons) → Y6: how changes are linked and interconnected → range of causal and consequential effects</li> <li>how events can be interpreted in different ways and the variable perspective people can have → Y6: how bias and the reasons for bias affect the way things are reported</li> <li>why we know so much about the developments in Stafford and how this compares to previous topics studied → Y6: why some sources are more useful than others</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Produce a time line – marking events, using 100 year intervals → use 10 year intervals to give a more detailed cross section</li> <li>Describe changes/similarities between periods studied and begin to link how one change impacted on another</li> <li>Describe features/events, structuring and linking explanations</li> <li>Classify different reasons e.g. economic, social, political, military</li> <li>Begin to recognise how standpoint e.g. bias affects interpretation</li> <li>Evaluate the usefulness of sources and justify choices</li> </ul>	<p><b>By the end of the unit children should know:</b></p> <ul style="list-style-type: none"> <li>the significant events and when they happened in the 20<sup>th</sup> century – WW1; WW2; Social changes; Reigns of monarchs;</li> <li>what planes were like at the end of WW1</li> <li>how planes changed → Y6: know range of reasons impacting on changes</li> <li>details of the Battle of Britain and why it was a significant turning point → Y6: recognise how events contributed to the long term victory and what this meant for the British people</li> <li>details about the development of radar and how this helped in the battle → Y6: how radar impacted beyond the Battle of Britain</li> <li>how technological advances and details of the battle were reported → Y6: understand how bias needs to be considered in the interpretation of reports</li> <li>how life in Britain changed as a result of the Battle of Britain → Y6: how changes are interconnected and interdependent.</li> <li>how planes continued to develop in the 20<sup>th</sup> century through jet engines etc. → Y6: how changes were dependent on other developments and what the impact was in other areas of life</li> <li>how events can be interpreted in different ways and the variable perspective people can have → Y6: how bias and the reasons for bias affects the way things are reported</li> </ul> <p><b>By the end of the unit children should be able to:</b></p> <ul style="list-style-type: none"> <li>Produce a time line – marking events, using 100 year intervals → use 10 year intervals to give a more detailed cross section</li> <li>Describe changes/similarities between periods studied and begin to link how one change impacted on another</li> <li>Describe features/events, structuring and linking explanations</li> <li>Classify different reasons e.g. economic, social, political, military</li> <li>Begin to recognise how standpoint e.g. bias affects interpretation</li> <li>Evaluate the usefulness of sources and justify choices</li> </ul>

## End of Year Expectations

Strand	Y6 – Children will know:	Greater Depth
Chronology	<ul style="list-style-type: none"> <li>produce their own timeline, marking on a wide range of events from personal research</li> <li>that some of the changes/developments between topics (and compared to now) can be linked and are inter-dependent</li> </ul>	<ul style="list-style-type: none"> <li>add detail to their responses by identifying the frequency and extent of changes and any patterns, causation links, between different examples of change</li> </ul>

Knowledge + Reasons/consequences	<ul style="list-style-type: none"> <li>that features of everyday life as well as key events are interconnected – e.g. cultural, religious, political, economic, technical etc. links – and helped to shape the world/society we have now</li> <li>examples of different types of government and how government has evolved and changed from earlier times and more recently</li> <li>some reasons for/consequences of events are interlinked and can be classified/grouped using terms such as religious, political, economic, technological, cultural</li> </ul>	<ul style="list-style-type: none"> <li>identify similarities between causes of events/changes in different periods of history</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>that interpretations of history are influenced by bias</li> </ul>	<ul style="list-style-type: none"> <li>apply their understanding of bias to identify other examples of bias in periods already studied and know the effect</li> </ul>
Enquiry	<ul style="list-style-type: none"> <li>that some sources of evidence are less reliable for some research projects and why</li> </ul>	<ul style="list-style-type: none"> <li>justify why some sources may be more reliable and significant than others for particular tasks</li> </ul>