

History at Holy Trinity CE Primary

“A people without the knowledge of their past, history, origin and culture is like a tree without roots.” Marcus Garvey



Our curriculum **intent for History** is that every child will:

- develop a sense of curiosity about the past and how it influences us today
- have a respect for historical evidence and be able to evaluate and challenge a variety of views using a range of historical resources
- have an in-depth knowledge and understanding of people, events and contexts from a range of historical periods
- be able to explore, debate and discuss the past by formulating questions and lines of enquiry
- have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

Implementation of the History Curriculum at Holy Trinity

Holy Trinity is committed to ensuring all children have full access to a high-quality historical education. Where possible, we do this by teaching our topics in a cross-curricular way to enable the children to have a more in-depth knowledge of the past both in Britain and the wider world.

In support of the above, children have access to a range of wider curriculum opportunities to support their learning. This may include trips and visits, workshops, clubs, roles of responsibility and residential visits in the later years. These all combine to enable pupils to identify as historians within real life contexts and make comparisons between life now and in the past.

The Impact of the History Curriculum at Holy Trinity

Holy Trinity pupils have experience of developing their historical knowledge and skills during their time with us. Through being exposed to and studying a range of periods of history, key figures from the past and key concepts they have developed an understanding of how life has changed throughout the world. In offering our children an experience where they can be curious, ask questions, explore, and in teaching them the skills and confidence to contribute effectively within our school, the community and the wider world.

How does History fit into our School Vision?



History links/actions:

- Ensure trips and visits are planned and delivered effectively and regularly in every year group to inspire learning
- Offer cross-curricular learning opportunities to enable children to make connections and explore an in-depth curriculum
- Share examples of learning and achievement within the school through displays, photos, work samples as well as celebrating achievements with families on the school website and in the newsletter
- Provide CPD for staff in the history National Curriculum
- Ensure resources are available and of a high standard to enable staff to undertake their job effectively and efficiently
- Ensure pupils have access to high quality resources
- Historical resources and displays are an embedded part of our school environment
- Ensure children's work is celebrated and shared throughout all available platforms: classrooms, corridors, communal areas in school, through topic books, on the website, in home learning projects etc
- Immerse children in rich learning supported by artefacts and educational visits
- Where possible make local links within our topic based approach through trips and visits
- Forge links with other History subject leaders across the local cluster

Holy Trinity CE Primary History overview

Autumn			Spring			Summer			
EYFS	Pupils will know: • That there is a past • That there are similarities and differences between past and present (through personal experiences / books / stories) • About key personal events and celebrations in their past (birthdays / special occasions) • About significant individuals from the past. (grandparents / Guy Fawkes / Mary Anning)								
	Past and Present I know about my own life-story and how I have changed Special occasions – birthdays Past and Present I know about figures from the past Guy Fawkes I know some similarities between the past and now, drawing on experiences and what has been read in class Remembrance Day, Special occasions, Christmas (Toys)			Past and Present I know some similarities between the past and now, drawing on experiences and what has been read in class Burglar Bill Personal Timeline Past and Present I know about the past through settings, characters and events encountered in books read in class and storytelling Mary Anning Palaeontologist			Past and Present I know about the past through settings, characters and events encountered in books read in class and storytelling Farming		
	PROGRESSION IN CHRONOLOGICAL AWARENESS in Key Stage 1								
	Year 1: • Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). • Using common words and phrases for the passing of time (eg. now, long ago, then, before, after) • Sequencing three or four artefacts from different periods of time. • Matching objects to people from different time periods. • Placing events on a simple timeline. • Recording on a timeline a sequence of historical stories heard orally.					Year 2: • Sequencing six artefacts on a timeline. • Sequencing six photographs, focusing on the intervals between events. • Placing events on a timeline, building on times studied in Year 1. • Beginning to recognise how long each event lasted. • Knowing where people/events studied fit into a chronological framework. • Understanding generation in a family context.			

KEY SUBSTANTIVE CONCEPTS:

1. Power (monarchy, government and empire)
2. Invasion, settlement and migration
3. Civilisation (social and cultural)
4. Trade
5. Beliefs
6. Achievements and follies of humankind

DISCIPLINARY CONCEPTS:

1. Change and continuity
2. Similarities and differences
3. Cause and Consequence
4. Historical significance
5. Sources of evidence
6. Historical interpretations

HISTORICAL ENQUIRY:

1. Posing a historical question
2. Gathering, organising and evaluating evidence
3. Interpreting findings, analysing and making connections
4. Evaluating and drawing conclusions
5. Communicating findings

PROGRESSION IN KEY SUBSTANTIVE CONCEPTS THROUGHOUT Key Stage 1:

1. Power (Monarchy, Government and Empire)

Year 1:

- Learn about our Monarch.
- Rules in school.

Year 2:

- Jobs/responsibilities within our school – pupils' roles.
- Learning about who is governing our school.
- Learning about who is governing our country.

2. Invasion, Settlement and Migration (links to Geography)

Year 1:

- Learning about our school and local area.
- Moving from pre-school/nursery to Holy Trinity and settling here.

Year 2:

- Children in our community who have moved countries to settle here.

3. Civilisation (social and cultural)

Year 1:

- Our vision and mantra and how it creates the culture at Holy Trinity.
- Links to RE learning about cultures and traditions in Christianity and Judaism.
- Role of men and women and how what women are wearing has changed

Year 2:

- Understanding how the community of Holy Trinity adds to the culture and experiences (PTA events, social times, church links).
- Learn about how the early explorers created new societies and shared their beliefs and social norms.

4. Trade

Year 1:

- Learning about sharing equipment and how they might 'trade' with their class mates at playtimes.

Year 2:

- Linking social events like Bake Sales and PTA fairs and how they exchange money for goods is 'trade'.
- Some pupils may have experienced trading in online gaming.

5. Beliefs

Year 1:

- Link to our mantra: Believe • Achieve • Inspire • - 'What does 'Believe' mean to you?
- Links to RE learning about belief in Christianity and Judaism.

Year 2:

- Links to RE learning about belief in Christianity and Islam.
- Links to how our beliefs help us to live out our vision.

6. Achievements and Follies of Humankind

Year 1:

- What achievements did Queen Elizabeth II achieve?
- What have you achieved in your time at Holy Trinity? Learnt to ride a bike? Learnt to read? Skip? Etc
- Link to PSHE and Growth Mindset – making mistakes is encouraged!

Year 2:

- What did humans achieve when they learnt to fly? How has that changed our lives?
- Links to PSHE and celebrating differences in our community.

PROGRESSION IN DISCIPLINARY CONCEPTS THROUGHOUT Key Stage 1

1. Change and Continuity

Year 1:

- Beginning to look for similarities and differences over time in their own lives.
- Describing simple changes and ideas/objects that remain the same.
- Understanding that some things change while other items remain the same and some are new.

Year 2:

- Identifying similarities and difference between ways of life at different times.
- Identifying simple reasons for changes

2. Similarities and Differences

Year 1:

- Being aware that some things have changed and some have stayed the same in their own lives.

Year 2:

- Knowing some things which have changed / stayed the same as the past.
- Finding out about people, events and beliefs in society.
- Making comparisons with their own lives.

3. Cause and Consequence

Year 1:

- Asking why things happen and beginning to explain why with support.

Year 2:

- Asking questions about why people did things, why events happened and what happened as a result.
- Recognising why people did things, why events happened and what happened as a result.

4. Historical Significance

Year 1:

- Recalling special events in their own lives.

Year 2:

- Discussing who was important in a historical event.

5. Sources of Evidence

Year 1:

- Using artefacts, photographs and visits to museums to answer simple questions about the past.
- Finding answers to simple questions about the past using sources e.g. artefacts.
- Sorting artefacts from then and now.

Year 2:

- Using artefacts, photographs and visits to museums to ask and answer questions about the past.
- Making simple observations about a source or artefact.
- Using sources to show an understanding of historical concepts.

6. Historical Interpretations

Year 1:

- Beginning to identify different ways to represent the past (photos, stories).

Year 2:

- Recognising different ways in which the past is represented (including eye-witness accounts).
- Comparing pictures or photographs of people or events in the past

PROGRESSION IN HISTORICAL ENQUIRY THROUGHOUT Key Stage 1

1. Posing Historical Questions

Year 1:

- Asking how and why questions based on stories, events and people.
- Asking questions about sources of evidence e.g. artefacts.

Year 2:

- Asking a range of questions about stories, events and people.
- Understanding the importance of historically-valid questions.
- Evaluating how reliable a source is.

2. Gathering, Organising and Evaluating Evidence

Year 1:

- Using sources of information, such as artefacts, to answer questions.
- Drawing out information from sources.
- Making simple observations about the past from a source.

Year 2:

- Understanding how we use books and sources to find out about the past.
- Using a source to answer questions about the past.
- Evaluating the usefulness of sources to a historical enquiry.
- Selecting information from a source to answer a question.

3. Interpreting Findings, Analysing and Making Connections

Year 1:

- Interpreting evidence by making simple deductions.
- Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings.

Year 2:

- Making links and connections across a unit of study.
- Selecting and use sections of sources to illustrate and support answers.

4. Evaluating and Drawing Conclusions

Year 1:

- Drawing simple conclusions to answer a question

Year 2:

- Making simple conclusions about a question using evidence to support.

5. Communicating Findings

Year 1:

- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as - old, new, long time ago.
- Discussing and writing about past events or stories in narrative or dramatic forms.
- Expressing a personal response to a historical story or event.
- Saying, writing or drawing what they think it felt like in response to a historical story or event.

Year 2:

- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event through discussion, drawing or writing.

Year 1 History Knowledge Organisers

Year 1	Changes within Living Memory HOW AM I MAKING HISTORY? (Kapow unit Y1) End Task: Children make a Class Time Capsule to open in Y6. Pupils will know: • That time moves forward, it doesn't move back. • The past cannot be re-visited. • Childhood was like for parents and grandparents and say a similarity and a difference. Key Vocabulary: • Timeline, before, after, past, same, different, living memory	Events Beyond Living Memory: HOW HAVE TOYS CHANGED? (Kapow unit Y1) (Knowledge Organiser) End Task: Pupils will know: • How long toys have existed for. • What toys were made from in the past compared to now. • What toys children played with 100 years ago. • How modern toys are different. Key Vocabulary: • Material, clockwork, porcelain, modern, past, long ago, parents, grandparents, moving part, technology, power, electrical	The lives of individuals who have contributed significant achievements MOON LANDING! <u>Teaching The First Moon Landing to KS1 - Years 1 & 2</u> <u> Keystage history</u> • Neil Armstrong • Mae Jemison End Task: debate whether or not they would go to the moon if they could Pupils will know: • When the first moon landing was (20th July 1969) and how many years ago that was. • Who was in Apollo 11 spacecraft (Buzz Aldrin, Neil Armstrong & Michael Collins) • Why it is remembered as such a great achievement (advancement of technology and contributing to scientific understanding of our solar system). • The last person walked on the moon in 1972 (and how many years ago that was) • How to place these events on a timeline relative to their own life timeline and their parents/grandparents

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

History at Holy Trinity CE Primary School

Key Vocabulary:

- Moon
- Spacecraft
- Apollo 11
- Moon landing
- Timeline
- Past
- Living memory
- Achievement
- The Apollo Programme
- Space Race
- astronaut

Year 2 History Knowledge Organisers

Year 2	Events beyond Living Memory: HOW DID THE GREAT FIRE OF LONDON CHANGE LONDON? (HA unit) (Knowledge Organiser) End Task: Story board of the key events using Purple Mash Pupils will know: • The fire started on 2nd September 1666 and lasted for 5 days. • What was different about the houses in London in the past compared to houses we live in now. • How people's daily lives were different then to now. • That Samuel Pepys was an eye-witness. • Samuel Pepys diary is one of the most important sources of evidence about the fire. • That King Charles II was the monarch at the time. • That houses were built from brick thereafter • How the Fire Brigade evolved as a result of the great fire. • How important the river Thames is. Key Vocabulary:	Lives of significant individuals: HOW DID WE LEARN TO FLY? (Kapow unit Y2) (Knowledge Organiser) End Task: Write a diary entry about a significant event as one of the following people: The Wright brothers, Amelia Earhart or Neil Armstrong. Pupils will know: • about events beyond living memory that are significant globally. • where the people and events they study fit within a chronological framework. • about similarities and differences between ways of life in different periods. Key Vocabulary: • 1899 CE: 1899 Common Era • Aeroplane: powered flying machine with fixed wings • Aircraft: flying machine • Aviation: the world of aircraft and air travel • Cabin: room or space on an aircraft or ship • century: period of 100 years • 20th century: period of 100 years before the 21st century in which we live	Significant Historical Events and People: HOW HAVE EXPLORERS CHANGED THE WORLD? (Kapow unit Y1) (Knowledge Organiser) End Task: Create a newspaper report Pupils will know: • A Key Vocabulary: • Francis Drake, Diego (Drake's manservant & interpreter) Christopher Columbus, • Antarctica: continent surrounding the Earth's South Pole • Asia: continent joined to North-east Europe to the north, and Eastern Europe • and the Middle East to the west • Astronaut: explorer who travels into space • Australia: continent off the south-east of South-east Asia, with the Pacific Ocean to the east, the Southern Ocean to the south, and the Indian Ocean to the west • Biography: story of someone's life and achievements • Chronological order: in order of time, from earliest to most recent
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History at Holy Trinity CE Primary School

Monument, Monarch, firebreak, St. Pauls' Cathedral, River Thames, Source of evidence, evidence, primary source, source of fire, eye-witness, looting,	- cockpit: small space where the pilot(s) of an aeroplane sit - elevators: hinged areas on the horizontal stabilisers at the tail end of an aeroplane, used to control the aeroplane's angle of flight and lift on its wings - engine: machine that provides power - Flight: journey through the air - Flying machine: machine that can fly through the air - Fuselage: body of an aircraft - Glider: light unpowered aircraft with wings - Hot air balloon: large bag filled with hot air or gases that can carry passengers through the air in a basket - jet: aircraft with powerful jet engines - landing gear: wheels and other parts that bear the weight of an aeroplane - Modern: the latest equipment or knowledge - Propeller: turning part with blades that power an aeroplane - Rudder: hinged area on the vertical stabilisers on an aeroplane, used to steer the - aeroplane - Significance: importance.	- Explorer: person who travels long distances to unfamiliar places to find out about them, or in search of land, trade routes and goods, treasure, knowledge, adventure or glory - Hawaii: islands off the west coast of the USA - New Zealand: islands to the south-east of Australia, in the Pacific Ocean - Pacific Ocean: the world's largest ocean, between Russia, Asia, Australia to the west, and North and South America to the east - Territory: land claimed as a possession by a ruler or nation - Trade: buying or selling goods or services.
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PROGRESSION IN CHRONOLOGICAL AWARENESS in Key Stage 2

Lower KS2:

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/Century.
- Sequencing eight to ten artefacts, historical pictures or events.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Upper KS2:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Understanding the term "century" and how dating by centuries works.
- Putting dates in the correct century.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline.
- Relating current study on timeline to other periods of history studied.
- Comparing and making connections between different contexts in the past
- Sequencing 10 events on a timeline.

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

History at Holy Trinity CE Primary School

- Noticing connections over a period of time.
- Making a simple individual timeline.

PROGRESSION IN SUBSTANTIVE CONCEPTS THROUGHOUT Key Stage 2

1. Power (Monarchy, Government and Empire)

Lower KS2:

- To understand that power is exercised in different ways in different culture, times and groups e.g. empire, monarchy.
- To understand the development of tribes, kingdom and monarchy in Britain.
- To understand the expansion of empires and how they were controlled across a large empire.
- To know that Britain was organised into kingdoms and these were governed by monarchs.
- To understand that societal hierarchies and structures existed including aristocracy and peasantry.
- To understand some reasons why empires fall/collapse.

Upper KS2:

- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To understand that different empires have different reasons for their expansion.
- To understand that there are changes in the nature of society.
- To know that there are different reasons for the decline of different empires.

2. Invasion, Settlement and Migration (links to Geography)

Lower KS2:

- To know that there were different reasons for invading Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that there are different reasons for migration.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.

Upper KS2:

- To understand there are increasingly complex reasons for migrants coming to Britain.
- To understand that migrants come from different parts of the world.
- To know about the diverse experiences of the different groups coming to Britain over time.
- To know about the negative and positive experiences that migrants to Britain face.

3. Civilisation (social and cultural)

Lower KS2:

- To understand how invaders and settlers influence the culture of the existing population.
- To understand that the role of women and men varies in different times, groups and cultures.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that education existed in some cultures, times and groups.

Upper KS2:

- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To be able to compare development and role of education in societies.
- To be able to compare education in different cultures, times and groups.
- To understand the changing role of women and men after WW1 in Britain.
- To understand that there are differences between early and later civilisations.

4. Trade

Lower KS2:

- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
- To understand that trade began as the exchange of goods.
- To understand that trade routes existed between Britain in the Roman times.
- To understand that the Roman invasion led to a great increase in British trade with the outside world.
- To understand that trade develops in different times and ways in different civilisations.
- To understand that the traders were the rich members of society.

Upper KS2:

- To know that trade routes from Britain expanded across the world .
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that the expansion of trade routes increased the variety of goods available.
- To understand that the methods of trading developed from in person to boats, trains and planes.
- To understand that trade routes existed between Britain in the Anglo-Saxon and Viking times.
- To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.
- To understand the development of the slave trade and its impact on the people who were slaves.
- To understand the development of global trade.

5. Beliefs

Lower KS2:

- To understand that there are different beliefs in different cultures, times and groups.
- To know about paganism and the introduction of Christianity in Britain.
- To know how Christianity spread.
- To compare the beliefs in different cultures, times and groups.

Upper KS2:

- To be aware of the different beliefs that different cultures, times and groups hold.
- To understand the changing nature of religion in Britain and its impact.
- To be aware of how different societies practise and demonstrate their beliefs.
- To be able to identify the impact of beliefs on society

6. Achievements and Follies of Humankind

Lower KS2:

- To be able to identify achievements and inventions that still influence our lives today from Roman times.
- To be aware of the achievements of the Ancient Egyptians.
- To understand the global nature of war.

Upper KS2:

- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To know that new and sophisticated technologies were advanced which allowed cities to develop.
- To understand the impact of war on local communities.
- To know some of the impacts of war on daily lives.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To be able to compare the achievements of different civilisations and groups.
- To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.

PROGRESSION IN DISCIPLINARY CONCEPTS THROUGHOUT Key Stage 2:

1. Change and Continuity

Lower KS2:

- Identifying reasons for change and reasons for continuities.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.

Upper KS2:

- Making links between events and changes within and across different time periods / societies.
- Identifying the reasons for changes and continuity.
- Describing the links between main events, similarities and changes within and across different periods/studied.
- Describing the links between different societies.
- Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.
- Analysing and presenting the reasons for changes and continuity

2. Similarities and Differences

Lower KS2:

- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Upper KS2:

- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.

3. Cause and Consequence

Lower KS2:

- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.

Upper KS2:

- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.

4. Historical Significance

Lower KS2:

- Recalling some important people and events.
- Identifying who is important in historical sources and accounts.

Upper KS2:

- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.

5. Sources of Evidence

Lower KS2:

- Using a range of sources to find out about a period.

Upper KS2:

- Recognising primary and secondary sources.

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

History at Holy Trinity CE Primary School

- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.

- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

6. Historical Interpretations

Lower KS2:

- Identifying and giving reasons for different ways in which the past is represented.
- Identifying the differences between different sources and giving reasons for the ways in which the past is represented.
- Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.
- Evaluating the usefulness of different sources.
- Independently using textbooks to gain historical knowledge.

Upper KS2:

- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.

PROGRESSION IN HISTORICAL ENQUIRY THROUGHOUT Key Stage 2

1. Posing Historical Questions

Lower KS2:

- Understanding how historical enquiry questions are structured.
- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live?
- Creating questions for different types of historical enquiry.
- Asking questions about the bias of historical evidence.

Upper KS2:

- Planning a historical enquiry.
- Suggesting the evidence needed to carry out the enquiry.
- Identifying methods to use to carry out the research.
- Asking historical questions of increasing difficulty e.g. who governed, how and with what results?
- Creating a hypothesis to base an enquiry on.
- Asking questions about the interpretations, viewpoints and perspectives held by others.

2. Gathering, Organising and Evaluating Evidence

Lower KS2:

- Using a range of sources to construct knowledge of the past.
- Defining the terms 'source' and 'evidence'.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources.
- Identifying the bias of a source.
- Comparing and contrasting different historical sources.

Upper KS2:

- Using different sources to make and substantiate historical claims.
- Developing an awareness of the variety of historical evidence in different periods of time.
- Distinguishing between fact and opinion.
- Recognising 'gaps' in evidence.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

3. Interpreting Findings, Analysing and Making Connections

Lower KS2:

- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question "How do we know?"

Upper KS2:

- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, draw contrasts and analyse within a period and across time.
- Beginning to interpret simple statistical sources.

4. Evaluating and Drawing Conclusions

Lower KS2:

- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.

Upper KS2:

- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.

5. Communicating Findings

Lower KS2:

- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Identifying weaknesses in historical accounts and arguments.
- Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today.

Upper KS2:

- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change as well as indicating simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.

Year 3 History Knowledge Organisers

Year 3	STONE AGE TO IRON AGE BRITISH HISTORY (Kapow unit LKS2) (Knowledge Organiser) (HA unit) History KS2: Ancient Voices - BBC Teach End Task: Pupils will create an information leaflet about Prehistoric Britain Pupils will know: • How we know about prehistoric Britain. • What we know about life in the Stone Age / Bronze Age / Iron Age. • How life change over time. • How the plough changed life in Britain forever. • How trade increased during the Iron Age and why coins were needed. • There were changes and continuities between the Neolithic and Iron Age periods. Key Vocabulary: • Pre history, BC, AD, timeline, bronze, • 2.5 Million -2500 BCE 2.5 Million -2500 Before Common Era • Archaeologist: someone who digs up remains of old societies • Artefact: an object left as evidence of life in an earlier time • BC(e): Before Christ/Before Common Era • Domestication: keeping animals such as cattle, rather than having them completely wild • Flint and flint knapping: chipping flint into a usable shape • Homo sapiens: the type of human being that we are today • Hunter gatherer: a person who hunts and forages for food • neanderthal: an early species of human being • neolithic (new Stone Age): a period of history from around 4000 bce until around 2000 bce	ANCIENT EGYPT (Kapow unit LKS2) (HA unit) (Knowledge Organiser) History KS2: Lost Lands - BBC Teach End Task: Pupils will create an information leaflet about Ancient Egypt Pupils will know: • What a civilisation is. • How the Nile was used by the Egyptians. • How significant the Pharaohs were. • What the Ancient Egyptians believe happened after death. • How the Ancient Egyptians prepared the dead for the afterlife. • Compare the pyramids to Stone Henge. • Key Vocabulary: • 3500 BCE 3500 Before Common Era • Amulet: an object to protect its owner from harm or danger • Book of the Dead: a book of magic spells • Hieroglyphics: a type of writing using pictures and symbols • Mummy/mummification: a dead body that has been specially preserved/the process of making a mummy • Papyrus: a plant from the banks of the Nile used to make paper, boats, sandals, baskets and rope • Pharaoh: the supreme ruler of all of Ancient Egypt, considered a god • Pyramids: monuments providing tombs for pharaohs • Sarcophagus: a large stone coffin for a mummy • Scarabs: amulets, often in the form of beetles • Sphinx: a mythical creature with the body of a lion and the head of a pharaoh	
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- Nomad: a person with no fixed home who travels around searching for food
- Palaeolithic (early Stone Age): a period of history from early humans until around 9500 bce
- Saddle quern: a stone for grinding corn around 9500 bce
- Megaliths, henges, barrows, stone circles: Stone Age monuments
- Mesolithic (Middle Stone Age): a period of history from around 9500 bce until around 4000 bce

Year 4 History Knowledge Organisers

THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN

BRITISH HISTORY

(Kapow unit LKS2)

(HA unit)

(Knowledge Organiser)

[History KS2: Roman Voices - BBC Teach](#)

[Life in Roman Britain - BBC Teach](#)

End Task:

Pupils will know:

- What the Roman Empire was.
- Who led the Romans to Britain.
- When the Romans invaded and why.
- Why was the Roman Army so powerful.
- Who Boudicca was.
- The impact the Romans had on towns and roads.
- How the Romans influenced the lives and culture of the people who were already in Britain.

Key Vocabulary:

- Claudius, timeline, British resistance, conquer, conquest, law, myths, trade, archaeologist, artefact, dictatorship, empire, Latin,
- 58-51 BCE (before Common Era)
- 43-84 CE (Common Era)
- cavalry: Roman soldiers on horseback
- Celts: Iron Age people
- Boudicca: Queen of the Iceni tribe

ANCIENT GREECE

(Kapow unit UKS2)

(HA unit)

(Knowledge Organiser)

[KS2 History: Once upon a time in Ancient Greece - BBC Teach](#)

End Task:

Pupils will know:

- Who the Ancient Greeks were.
- What they believed.
- How they were ruled.
- Who was Alexander the Great and how he expanded the empire.
- How the Greeks have influenced our lives today.
- The similarities between Ancient Rome and Ancient Greece.

Key Vocabulary:

- Democracy, civilisation, culture, laws, justice,
- 800 Common Era
- Acropolis: an ancient citadel usually on a hill
- comedy, satire, tragedy: types of theatre plays
- Corinthian, Doric and ionic: types of architecture
- Democracy: ruled by the people
- Dictatorship: ruled by one person
- Hellenistic: the period of history dominated by Macedonia, of which the most famous ruler was Alexander the Great
- Hoplite: the main type of soldier who fought on foot in Ancient Greece

	- centurion: the army leader of a group of soldiers - Forum: the central area of the Roman town - Gladiator: a person trained to fight purely as a means for Roman entertainment - infantry: Roman foot soldiers - insula: a stone building containing flats lived in by the poor - legacy: something left behind that helps us remember someone or something - legion: a large group of Roman soldiers, like an army - Roman villa: a large stone house owned by the more wealthy - Stadium: a place of entertainment in a Roman town, often including a circus.		- Olympic Games: a games event that brings people from different city states together in peace for sports - Pankration: a vicious sport played in Ancient Greece - Spartans: tough warriors living in Greek city of Sparta - triremes: a Greek warship - tyrants: people who seized control of a place and ruled as they wished.
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Year 5 History Knowledge Organisers

Year 5	ANGLO SAXONS AND VIKINGS BRITISH HISTORY (Kapow units Anglo Saxons LKS2, Viking UKS2) (HA unit) (Knowledge Organiser) History KS2: The Anglo-Saxons - BBC Teach KS2 History: The Anglo-Saxons - BBC Teach History KS2 / KS3: Vikings - BBC Teach End Task: How did Alfred the Great earn his name? Pupils will know: - What happened in Britain after the Romans withdrew? - How did the Anglo Saxons rule? - What was crime and punishment like during their rule? - What was Anglo Saxon life like? - What did the Anglo Saxons believe in? - Who were the Vikings and why did they invade? - Who was Alfred the Great and why was he significant? - What was Viking life like in Britain? - Why is 1066 significant? Key Vocabulary:	WHY DID THE MAYA CIVILISATION DECLINE SO QUICKLY? (Kapow unit LKS2) (HA unit) (Knowledge Organiser) History KS2: Lost Lands - BBC Teach End Task: Create your own Knowledge Organiser Pupils will know: - What was the Maya civilisation? - What were the religious beliefs of the Maya civilisation? - How do ancient Mayan pyramids compare to ancient Egyptian pyramids? - How was a person's status shown? - What do archaeological findings tell us about the Maya civilisation? Key Vocabulary: 0-1300 Common Era - Archaeologist: someone who digs up remains of old societies - base 20: a maths system based on 20, not 10 like we use	

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

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	- King Offa of Mercia, kingdom, power, trade, tribe, evidence, source, 400-1100 Common Era - burh (burgh): a well-defended Saxon town - Christianity: a religion based on the teachings of Jesus Christ - Hoard: items buried and left, possibly for safekeeping - Interpretation: one person's view of an event in history - Invasion: attacking and conquering another country - Martyr: someone who dies for what they believe in - Missionary: a person who goes to a different country to spread a religion, usually Christianity - Monastery: a building where a religious community (usually monks) lives - Monk: a man who devotes himself to religion - Pagan: someone who believes in lots of different gods - Reconstructed village: a modern copy of a village from Anglo-Saxon times - Significant: very important.	- codex: the Mayan book - creation myth: a story which explains the beginning of the world - Hieroglyphs: writing that is made of pictures - interpretation: one person's point of view based on evidence - Rain forest: an area of forest that contains many tall trees, has high temperatures and lots of rain - Sacrifice: an offering to keep the gods happy - Stelae: stones or wooden posts which have writing on.	
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Year 6 History Knowledge Organisers

Year 6	LOCAL HISTORY STUDY – THE IMPACT OF WWI TO THE LOCAL AREA AND WIDER WORLD. BRITISH HISTORY KS2 History: World War One - Did you know? - BBC Teach World War One A to Z - BBC Teach World War One - KS2 History - BBC Bitesize End Task: WWI Booklet Pupils will know: - What was the main cause of WWI? - How did life change in Britain during the war? - How did people's views change from the start of the war to the end? - What was life like in the trenches? - How did machinery develop as a result of the war?	A STUDY OF AN ASPECT OF HISTORY THAT EXTENDS BEYOND 1066: VICTORIAN BRITAIN & THE INDUSTRIAL REVOLUTION – HOW DID BRITAIN EVOLVE OVER TIME? BRITISH HISTORY 1760 – 1900 <i>(Kapow unit UKS2 on census and Victorian Britain, LKS2 on children's lives)</i> End Task: Create a quiz with key facts Pupils will know: - What life was like in Britain before the Industrial Revolution - How living conditions changed - How were children's lives affected? - What inventions revolutionised the lives of British people?	
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• How was life locally (in Sunningdale) affected by the war? • How was the world affected by the war – which countries were impacted and how? Key Vocabulary: • Home front • WW1 • Trench warfare • Land war • War hero • War memorial	• What political changes took place? Key Vocabulary: • Industry • Industrial Revolution • Population • Economy • Agriculture • Poverty • Mass production • Era • Sanitation • Child labour	
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National Curriculum: History

Purpose of study

A high-quality history education will help pupils gain a coherent **knowledge and understanding of Britain's past and that of the wider world**. It should inspire pupils' **curiosity** to know more about the past. Teaching should equip pupils to **ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective** and judgement. 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**.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key Stage 1

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

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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**

Key Stage 2

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:

- changes in Britain from the **Stone Age to the Iron Age**
- the **Roman Empire** and its impact on Britain
- the **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor
- a **local history** study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge **beyond 1066**
- 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
- **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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300