

History Overview



Every child a leader – Every chance taken – Every day counts

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.

National Curriculum Knowledge

Pupils should...

KS1

- ♣ Develop an awareness of the past, using common words and phrases relating to the passing of time.
- ♣ 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. Use a wide vocabulary of everyday historical terms.
- ♣ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. ♣ Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Be taught about:
 - ♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **Year 1 Transport – Slough Train and Bus Station, Year 1 Toys**
 - ♣ 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] **Year 1 Guy Fawkes, Year 2 The Great Fire of London**
 - ♣ 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] **Year 2 Christopher Columbus and Neil Armstrong**
 - ♣ Significant historical events, people and places in their own locality. **Year 2 James Elliman**

KS2

- 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.
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Understand how our knowledge of the past is constructed from a range of sources.
Be taught about:
- ♣ Changes in Britain from the Stone Age to the Iron Age **Year 3**
 - ♣ The Roman Empire and its impact on Britain **Year 4**
 - ♣ Britain’s settlement by Anglo-Saxons and Vikings **Year 5**
 - ♣ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **Year 5**
 - ♣ A local history study. **Year 6 Slough Trading Estate**
 - ♣ A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 **Year 5 WWI, Year 6 WWII**
 - ♣ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **Year 3 Ancient Egyptians**
 - ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world **Year 4**
 - ♣ 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. **Year 5 early Islamic civilization**

Historical terms

Substantive Knowledge – knowledge about the past (content)

Disciplinary Knowledge – knowledge about how historians investigate the past and construct claims, arguments, accounts.

Substantive Concepts -Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered – these include: concepts such as **Monarchy, Empire, Politics, Civilisation, Rebellion, Trade**

Disciplinary Concepts – develop pupils’ rational and critical thinking: **Cause, Consequence, Change and continuity, Similarity and difference, Historical significance, Sources and evidence, Historical interpretations.:** see History Overview

Each study is developed to respond to an enquiry question centered on (at least) one of these disciplinary concepts.

Monarchy







Empire

Politics















Civilisation

Rebellion

Trade

Monarchy	Empire	Politics	Civilisation	Rebellion	Trade
<ul style="list-style-type: none"> To understand that a monarchy is a form of government with a monarch as head. To study change through the lives of significant individuals (e.g. Queen Elizabeth II) Know and sequence key events of time studied. Compare an aspect of life with the same aspect in another period <p>Key Terms: Sovereign, royal, royalty, head of state, king, queen, emperor, nation, civil war, military, power emperor, or empress</p> 	<ul style="list-style-type: none"> To study different aspects of different people and the lives of people ruled by states or countries by a single person in a time studied. To examine causes and results of great events and evaluate the impact on people. Compare an aspect of life with the same aspect in another period To show an understanding of different Empires at different time periods and the impact on people. To identify significant events that happened and impacted the lives of people within the Empires and beyond its borders (British Empire, the Roman Empire) <p>Key Terms: territory, territories, realm, kingdom, nation, religious, common wealth, government, emperor, slave, immigration,.</p> 	<ul style="list-style-type: none"> Compare and contrast the different types of government in the past: in the UK and the ancient world: differences and similarities To explain how the way Britain / UK is ruled has changed / stayed the same throughout history. To identify how maps and political boundaries are affected by changes in government (Anglo Saxon kingdoms; Danelaw; Roman Empire; Norman conquest <p>Key Terms: city, decline democracy, dynasty, empire, kingdom, monarch. Parliament, politics, political, nation, war, governments, conspirators, religion,</p> 	<ul style="list-style-type: none"> Compare and contrast different societies and cultures in the UK and the ancient world: differences and similarities between the daily lives of different people: rich and poor; women and men; girls and boys. To identify significant inventions, transportation, or events, which changed societies. <p>Key Terms: civilisation, migration, clan, tribe, ancestor, culture, hierarchy, aristocracy, nomads, settlers, slavery, society, technology, industry, education, military, peace, republic</p> 	<ul style="list-style-type: none"> To explain reasons / causes for invasions, battles and wars To identify consequences of wars To make comparison between different periods of time / different countries: similarities and differences. To select relevant evidence to build up a picture of a past event and to begin to evaluate the usefulness of different sources <p>Key Terms: battle, military, war, civil war, conquer, conquest, defeat, invade, invasion, rebellion, siege, war</p> 	<ul style="list-style-type: none"> Compare the reasons why different people invaded and settled in Britain; Know why trade is important to cultures and civilisations Know about transport and trade routes in Britain's past; compare with trade routes in ancient civilisations throughout the ancient world Significant inventions which made it easier to trade (transport routes, methods of transport.) <p>Key Terms: conquer, empire, conflict, exploration, immigration, invade, invasion, settlers, settlement, ancestors, agriculture, trade, transport, economy, industry, trade route, merchants, parliament</p> 

Unit	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significant Individual Study Start of Year	Our Families Children will demonstrate they have formed positive attachments to significant adults in their lives. History is centered on the children's immediate lives Aut 1.	Rosa Parks (Link Transport) Rosa Parks refused to give up her seat on a bus and changed the rules of American society Aut 1.	Caroline Herschel (Link Science) This pioneering astronomer moved to Slough in 1786, having been born in Germany 36 years previously. Aut 1	Mary Anning (Link Science) An English fossil collector, dealer, and paleontologist Aut 1	Malala Yousafzai (link Geog/RHE) A Pakistani activist for female education and a Nobel Peace Prize laureate. The world's youngest Nobel Prize laureate, and second Pakistani to ever receive a Nobel Prize. Aut 1	Stephen Hawking (Link Science/ RHE/Pupil Voice) A British scientist, professor and author who performed groundbreaking work in physics and cosmology. Aut 1	Martin Luther King (Linked to school values /RHE/ Pupil Voice / school council) A black African America who led the civil rights movement to end segregation and counter prejudice. Aut 1
Links – we teach this now because...	RHE -Being Me in My World Rec Self- Identity	History – MLK Yr 6 Values – Diversity	Science – Earth and Space Yr 5	Writing – Postcard from MA Yr 3 History – Stone Age Yr 3	Reading – Refugees Yr 5 Reading - Malala Yousafzai Yr 6	Science – Earth & Space Yr 5	History – Rosa Parks Yr1
Local History	Understanding the world Talk about the lives of people around them and their roles in the community Celebrations Autumn 2	Transport Slough train and bus station -now and then Summer 1	Who was James Elliman? 'An Excellent Good Thing' Why our school is called James Elliman Academy? Autumn 1	Queen Elizabeth II Who is Queen Elizabeth II? Monarchy and Rulers Windsor Castle Spring 2	The Roman Empire Impact on Britain Septimius Severus African Roman emperor Autumn 1	WWI What, when and who Diversity of animals, Gurkhas and women efforts (Elliman embrocation - use of horses during the war) Summer 1	Slough Trading Estate Gerry Andersons puppet studios Ford GT40 Racing car Industry development Migration to Slough for work. Queen Elizabeth II visit Summer 2
Links – we teach this now because...	RHE -Being Me in My World Self- Identity	History – Rosa Parks Yr1 DT – Wheels and axles Yr 1 Writing –Arrival of railways Yr 4	History – WWI Yr 5	Geography – Windsor Yr 1 Reading –Everything Castles Yr 4	Geography – Volcanoes Yr 3 Reading – Roman Britain Yr 4	History - James Elliman Yr 2 Reading War Horse Yr 6 Reading For the Fallen Yr 6 Writing – War Ganes Yr 4 History – WWII Yr6	History – Transport Yr1 History – James Elliman Yr 2 History – Islamic Trade Yr 5 Geography – Fair-trade Brazil Yr 6

<p>British History</p>	<p>Understanding the world Celebrations Autumn 2 (Christmas, Easter, Diwali in October and Eid in May. Class Authors Autumn 2 Florence Nightingale Spring 1</p> 	<p>Guy Fawkes The Gunpowder Plot Autumn 2</p> 	<p>The Great Fire of London How has London been changed by a fire? Spring 1</p> 	<p>Stone Age and Iron Age Changes in lifestyle Autumn 1/2</p> 	<p>The Roman Empire Impact on Britain Autumn 2</p> 	<p>Anglo Saxons and Vikings Invaders and Settlers Anglo Saxons and Viking –What England was like before the invasion, the impact of Vikings settling in England and how this affected the Anglo Saxons Summer1</p> 	<p>Victorians The British Empire Queen Victrola and Abdul Karim The social, physical and cultural changes during this period including Industrial Revolution and the railways - Summer 1</p> 
<p>Links – we teach this now because...</p>	<p>RHE –Being Me in My World Reception Self- Identity RE – Diwali Yr 1, Christmas Yr2, Easter Yr 3, Eid, Yrs 4 & 5 People who help us Reception</p>	<p>Reading – Guy Fawkes Yr 2</p>	<p>Reading – The Great Fire of London Yr 2</p>	<p>Reading –Pebble in my pocket Yr3 Reading –Stig of the Dump Yr 3 Writing –How to wash a woolly mammoth Yr 3</p>	<p>Geography – Volcanoes Yr 3 Reading – Roman Britain Yr 4</p>	<p>Reading - Dragonology Yr 5 Reading - How to train your dragon Yr5</p>	<p>History – Transport Yr 1</p>
<p>World History</p>	<p>Understanding the world Stories in including figures from the past Summer 1/2</p> 	<p>Toys Then and Now Spring 1</p> 	<p>Comparing Explorers Christopher Columbus and Neil Armstrong Summer 1</p> 	<p>Ancient Egyptians Lifestyle, achievements and belief Spring 1/2</p> 	<p>Ancient Greece Democracy and influence on the western world Summer 1/2</p> 	<p>Early Islamic Civilization A study of Baghdad, diversity, tolerance and the Silk road trade Autumn 1/2</p> 	<p>WWII The Blitz Autumn 1/2</p> 
<p>Links – we teach this now because...</p>	<p>Literacy - People who help us Reception</p>	<p>DT – Toy for evacuee Yr 2</p>	<p>Geography – Our World Yr 2 Reading – Explorers for Deforestation Yr 6, Reading –Polar Bear Explorer 5 Reading – Exploration and Trade Yr 3</p>	<p>Reading – The story of Tutankhamun Yr 3 Writing – Howard Carter’s Diary Yr3 Writing–Egyptian Cinderella Yr 3 DT-Make an Egyptian Collar Yr 3</p>	<p>School Value of Democracy Spring Term DT – Cooking Greek flat bread yr 4</p>	<p>History – Trading Estate Yr 6 Writing – Comparing Islamic art Yr6</p>	<p>Reading – Tom’s Midnight Garden Yr 3 History - WWI Yr5 DT – Toy for an evacuee Yr 6</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> To show an awareness of the passing of time Talk about past and present events in their own lives and in the lives of family members. Sequence pictures to show time order To use simple language that refers to the passing of time 	<ul style="list-style-type: none"> Sequence events or objects in chronological order Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book To sequence events. Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels To relate current studies to previous studies Make comparisons between different times in the past To place current studies on a timeline in relation to other studies 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
<p>Range and depth of historical knowledge</p>	<ul style="list-style-type: none"> To know and recount episodes from stories about the past Use a simple words to talk about the passing of time To ask and answer questions to find out more about an event To know similarities and differences in the past and now 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others’ lives To question why people did things in the past. To recount episodes from stories about the past Use a range of vocabulary of everyday historical events To begin to describe similarities and differences in artifacts 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Use a range of vocabulary of historical events To find about people and events in other times To confidently describe similarities and differences of a collection of artifacts. 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people’s actions To understand why people may have wanted to do something Use a range of more unfamiliar vocabulary of historical events To study change through the lives of significant individuals (e.g. Queen Elizabeth II) 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events To develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behavior and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behavior with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied To compare and contrast

							ancient civilisations
Interpretation of history	<ul style="list-style-type: none"> To tell the past is different from today To look at or touch objects from the past and comment on its appearance. To identify different ways in which the past is represented To be able to give their own view on why something happened in the past or how they know. 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? To begin to identify different ways to present the past (e.g. photos stories, adult talking about the past 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories To identify different ways to present the past 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and my own historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical Enquiry Skills (source material, artefacts, fact and opinion)	<ul style="list-style-type: none"> To show an interest in the past. To begin to ask questions about artefacts, suggesting what they might be used for. To find answers to simple questions about the past from a picture or writing To know that information can be retrieved from books 	<ul style="list-style-type: none"> To sort artifacts“ then” and “now” To use a wide range of sources possible To answer simple questions about the past from sources e.g. artefacts, books, 	<ul style="list-style-type: none"> To use a source – ask questions why, what, who how and where questions and find answers to them To sequence a collection of artifacts To use timelines To discuss the effectiveness of a source 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research To ask and answer questions 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Vocabulary for children	EYFS + REC Who? What? When? Now Next old new past ago family tree long ago	YEAR 1 Who? What? When? Now Next old new past ago family tree long ago	Year 2 Who? What? When? Where? Past/ present Future/ yesterday important event era/ began artefacts/ museum time order / timeline before I was born when I was younger before/after past/present sequence earlier / later invented historical events source research historian similarities/differences	Year 3 Who? What? When? Where? Why? BC/AD Ancient chronological order period significant contrast compare influence ancient decade century civilisation timeline era/period Britons/Brits settlers settlement invaders/invasion conquer/conquered archaeologist excavate evidence information finding skills historical information historian peace/war	Year 4 Who? What? When? Where? Why? recent history time difference shape our lives religious differences wealth/poor Conquer Consequence Civilisation conquest Monarchy Social discover excavate monarchy structure recent history differences/similarities shaped our lives wealthy version accurate picture of the past historical viewpoint point of view	Year 5 Who? What? When? Where? Why? rise and fall exploration hierarchy bias prejudice oppression empire retreat social political comparison role of Britain Christian values religious differences 20 th Century audience rebellion territory legacy	Year 6 Who? What? When? Where? Why? ideologies political, religious, cultural governments industrial immigration propaganda society/ societies summarise major influence world history civilisations changes and continuity persuade viewpoint hypothesis interpretations balanced argument

Challenging terms		chronological recent history very old before/after historical event past/present When mummy and daddy was little	Eye witness account chronological order locality democracy historian revolt eye witness account succeed/ succession	Used for History lessons A.D Anno Domini B.C (Before Christ) conquest distress bloodshed specific reason replica Used for R.E lessons B.C.E (Before the Common Era) C.E (The Common Era)	way of life dictated availability food sources developments inventions impact on society aspect	Specific features of a time period (e.g. weaponry, medicine) Plague Health care democracy civilisation empire	advancements causes in history British Empire ruthless relationships monoculture/multicultural society interpretations significance
Enrichment Opportunities							
Skills and Key Words	Historical words		Key words in History		Command words		
	<p>Significance – It means importance. If the question asks how <i>significant</i> something is, it is asking you how <i>important</i> it is.</p> <p>Chronology – in time order.</p> <p>Change and continuity – Are things changing or are they staying the same? Can you see patterns in these changes? What causes the changes?</p> <p>Cause and consequence – What are the causes of the event? Are they long term causes or short term causes?</p> <p>Empathy – To understand the feelings of other people</p>		<p>Inference – what does the source/text tell you?</p> <p>Provenance – It means where the source is from, who made it and when they made it.</p> <p>Purpose – Why has this source been produced?</p> <p>Tone – Is the source emotional? Is it biased? It is factual?</p> <p>Contextual knowledge – This means the knowledge you already have. What do you already know?</p>		<p>Define – give the precise meaning of a word/term.</p> <p>Explain – to give reasons for why something is the way it is.</p> <p>Debate – present different perspectives.</p> <p>Make a judgement – make a decision based on evidence.</p> <p>Compare – identify similarities.</p> <p>Analyse – examine something in detail to explain it and come to conclusions.</p> <p>Evaluate – to judge the importance or quality of something</p>		

