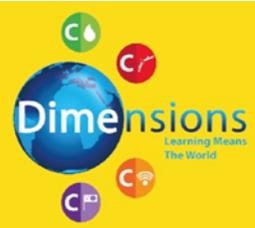




# History



## National Curriculum 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.

## Expected covered content from 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 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.

Dimensions – History knowledge building – **chronology**

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	<b>Establish clear narratives within periods of history</b>	To know the chronology of animation: zoetrope, flip books, stop motion, film, models.  To know the sequence of key events in Walt Disney's career and how this impacted on the development of animation.	To know when the Stone Age, Bronze Age and Iron Age took place.  To know the chronological order of the key events studied, from the Stone Age to the Celts.		To know when the Ancient Greek empire began and ended  To know some of the major changes to the Olympic games that have taken place, within a chronological framework	To know when the Mayan empire began and ended.  To place key events in the Mayan empire on a timeline.		To know the chronology of the kings of England of this period =: from Canute to William I  To know the events of Harold Godwinson's life in chronological order.	To know the chronological narrative of the establishment of the Benin Kingdom.  To know where the historical timeline of Benin fits within the context of what was happening in the rest of the world.
Year 4		To know that Tim Berners-Lee invented the World Wide Web in 1989.  To place communication inventions in an historical timeline.			To know that the United Nations (UN) was established after World War 2.  To place the historical timeline of the UN in the context of what was happening across the world.			To know the chronology of invaders and settlers in Britain  To know the chronological events of the life story of Ragnar Lothbrok	To know the chronological narrative of slavery across the world
Year 5	<b>Make connections between periods of history</b>	To know that the Ancient Greeks proved that the earth is a sphere, not flat.  To know that the first moon landing took place in 1969 and now people are looking at going on holiday to outer space.	To know that the Titanic sank in 1912, just two years before the start of WW1  To know how the changes in industry led to the White Star Line believing they had built an unsinkable ship		To know some of the countries invaded and ruled, over time, by the Romans  To know the chronological order of the invasion of countries across the Roman Empire			To know that Winston Churchill was born in the Victorian era but served as Prime Minister under both George VI and Elizabeth II  To know that Churchill was a decorated soldier before WW1, having fought when the British Empire was at its height	To know that Columbus 'discovered' America in 1492, which led to European conquest, colonisation and settlement.  To know that different people came to America at different times e.g Founding Fathers, Irish immigrants, slaves.
Year 6		To know the chronological order of a range of famous inventions  To know how the inventions fit onto the context of what was happening in the rest of the world	To know about some aspects of life in Lancashire in the early 1600s  To know the order of events leading to the Pendle Witches' arrest	To know some of the differences between your life now and life when the local historical figure you have chosen was alive  To know how the history of the chosen landmark(s) fits in with the life of the historical figure you are studying	To understand that, across history, the primary causes of war have been power, beliefs and greed.  To know that, in many ways, WW2 happened as a direct result of WW1.			To know that the Ancient Egyptian era ran from around 3100 -30 BC /BCE, beginning around the same time as the end of the Stone Age period  To know that the first Roman emperor (Augustus) established himself around the time that the Ancient Egyptian era ended (27 BC / BCE)	To place the eras of apartheid in South Africa and the USA in the historical context of oppression of other minority groups.  To know that Jewish people have been discriminated against throughout history and give examples from different eras.

Dimensions – History knowledge building – Continuity and Change

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	<b>Make links between events and change across and within periods</b>	To know that as technology developed in the 20 <sup>th</sup> Century, so did animation.  To understand the reasons for changes in the animation process.	To know that the Stone Age came to an end when bronze was invented, and explain why.  To know that the Iron Age marked the end of prehistory in Europe, and the reasons for iron being preferred over bronze.		To know some of the differences between life in Athens and Sparta.  To understand why there was so much conflict between Athens and Sparta.	To know how the Mayan society was structured.  To understand the hierarchy of Mayan society and why it was structured that way.		To know why Harold Godwinson's brother Tostig resented him.  To explain how and why Tostig and Harold Hardrada invaded the north of England.	To understand the reasons for the changes in the Benin Kingdom.  To understand and explain how cities have kept safe in the past.
Year 4		To know that methods of communication only began to change dramatically in the last 200 years  To know why methods of communication began to change 200 years ago			To understand the reasons behind the need for the establishment of the UN.  To know when and why Amnesty International began.			To know that the Vikings often settled in the places they had invaded and stayed there for many years  To know that the Saxons defeated the Romans but ended up sharing much of Great Britain with the Vikings, until the Norman Conquest of 1066	To understand and explain some of the reasons why people were forced into slavery in the past  To understand and explain some of the reasons why people are forced into slavery now and how this compares to in the past
Year 5	<b>Explain change and continuity across and within periods of history</b>	To know that the launch of Echo 1 in 1960 laid the foundations for modern day satellite communication.  To know that the first artificial satellite, Echo 1, relied on humanity's oldest flight technology – ballooning.	To know about the methods of communication on ships, especially the Titanic  To know some of the ways in which communication methods have changed in the last one hundred years		To know why the ancient map of the Roman Empire is different to a present-day world map  To know some of the legacies of the Roman Empire			To know that WW1 was mainly fought by troops on the ground, and that much of the fighting in WW2 was from the air  To know some of the main events that Churchill oversaw in WW2 e.g. The Battles of Britain and Dunkirk	To know that many people, over time, have emigrated to America to escape persecution.  To understand the influence of the 'American Dream' on immigration.
Year 6		To know that and understand why some inventions took many years to work  To know some inventions have been modified over time		To identify some of the ways in which your locality has changed over time  To understand why change is inevitable and what some of the catalysts for change have been in your locality	To identify how and why your school has changed over time, e.g. uniform, school building  To know some of the differences between how WW1 and WW2 were fought.			To know the importance of the River Nile for Ancient Egyptians, and that fifty million Egyptians still live in the area around the Nile  To know how the Aswan Dam and Suez Canal influenced the flooding of the River Nile	To know and understand the reasons for apartheid  To understand the meaning of discrimination and give examples from history.

Dimensions – History knowledge building – **Cause and Consequence**

		<b>Project 1</b>	<b>Project 2</b>	<b>Project 3</b>	<b>Project 4</b>	<b>Project 5</b>	<b>Project 6</b>	<b>Project 7</b>	<b>Project 8</b>
			<b>Competency (NC Ess – Yr 4)</b>	<b>NC Essentials</b>			<b>NC Essentials</b>	<b>Competency</b>	
	<b>Composite</b>	<b>Components</b>							
Year 3	<b>Identify the results of events, situations and changes</b>	To know about the impact that changes in animation techniques have had  To understand the influence that Disney animations have had on Western culture over the past century	To know the lasting impact that the arrival of St Patrick had on Ireland.  To know why Boudicca revolted against the Romans and what impact this had.		To know that Greek ideas spread and had a huge impact on Western society.  To know about some of the ways in which Ancient Greek culture changed the world e.g. sport, government.	To know that the Mayan understanding of number (using zero) had a huge influence on modern day maths.  To know how sculpture, hieroglyphs and art help us learn what Mayan culture was like.		To know that Anglo-Saxon children were often named after their father or ancestor, and that Godwinson is an example of this.  To know some of the reasons why the Witan Council had to choose the next king, and why.	To know why Ogiso was exiled from the Benin Kingdom.  To know the impact that the changes in leadership had on the people of Benin.
Year 4		To understand why Tim Berners-Lee invented the World Wide Web  To know some of the main changes in technology that have come about through the invention of the World Wide Web			To explain how the aftermath of WW2 led to the Universal Declaration of Human Rights.  To know how Ancient Greek democracy, involving debate and resolution, had a massive impact on Western society.		To know that Viking warriors were often given a nickname (rather than a surname) that related to their character or story  To know some of the reasons why the Vikings invaded Britain	To know what impact William Wilberforce had on the abolition of the slave trade  To understand why Sojourner Truth and William Wilberforce were so passionate about the abolition of slavery	
Year 5	<b>Analyse and explain the results of historical events, situations and changes.</b>	To know the reasons for the Space Race.  To explain the reasons behind conspiracy theories about the moon landings.	To know some of the things that went wrong in the lead up to the Titanic sinking  To give examples of, and reasons for, the safety measures that were brought in after the Titanic sank		To know the possible reasons for, and consequences of, an invasion  To know why the Roman army was so successful in their invasions		To know what the Battle of Britain was and how Churchill anticipated it  To know and explain how Churchill's speeches affected the British population during WW2	To know that many Native American people were wiped out by diseases brought over by the Europeans.  To know the historical background to Thanksgiving Day,	
Year 6		To understand how time and place were drivers for invention  To know how some inventions changed what was happening.	To know and understand the role Jennet Device played in convicting the witches  To know that persecution based on religion and beliefs still occurs today	To know some of the key events and how they have effected changes over time in your local area  To explain how national history has impacted your local area, and some of the changes to the locality that have occurred as a result of this	To know some of the causes of WW1 e.g. alliances, imperialism and nationalism  To know some of the consequences of WW2, including civilian casualties, evacuation, refugees, founding of the UN		To know some of Hatshepsut's main achievements and how circumstances led to her becoming pharaoh  To know and explain some of the ways in which Hatshepsut had to reinvent herself to hold on to her position of power	To know about Nelson Mandela's role within the anti-apartheid movement in South Africa.  To understand the impact Martin Luther King had on society.	

Dimensions – History knowledge building – **Historical Vocabulary**

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	<b>Understand and use a range of historical terminology, some linked to concepts</b>	To know and understand the terms 'discovery' and 'development'.	To understand and explain the meaning of 'hunter gatherer'.		To know and understand the meaning of the terms 'ancient', 'artefact', 'myths and legends'.	To know and understand the meaning of milenia, eras, AD/ACE and BC/BCE		To understand and explain the meaning of 'invasion' and give examples.	To know and understand the meaning of epochs, eras, AD/ACE and BC/BCE
Year 4		To understand the term 'diversity' and know how this has been represented through animation over time.	To understand and explain the meaning of 'pre-historic'.		To know the meaning of the terms 'democracy' and 'conflict' and give examples.	To know the meaning of the terms 'ancestor' and 'heritage' and give examples.		To understand the meaning of 'patronyms' and give examples.	To know about Benin leadership and how leaders came to be in power.
Year 5	<b>Interpret historical language in the context of concepts and questions linked to periods of history</b>	To know and understand the meaning of primary and secondary sources of evidence.	To know what wireless telegraphy is and its importance in maritime and shipping		To know and understand the meaning of the word 'invasion'			To understand and explain the meaning of 'invasion' and give examples	To know and understand the meaning of 'era' and 'chronology'
Year 6		To describe the sources used for investigation in terms of 'primary' and 'secondary' sources of evidence.	To understand why we cannot be absolutely sure of exactly what happened on the night that the Titanic sank		To know and explain the meaning of the term 'legacy' in relation to the Roman Empire			To understand and explain the meaning of 'saga', and give examples	To know and understand the meaning of 'Trans-Atlantic' and 'Middle Passage'
Year 5	<b>Interpret historical language in the context of concepts and questions linked to periods of history</b>	To know the meaning of primary and secondary sources of evidence.	To know what wireless telegraphy is and its importance in maritime and shipping		To know and understand the meaning of the word 'invasion'			To know that Churchill used language as a powerful weapon, and that his speeches were, and still are, extremely popular	To know and understand the meaning of 'conquest', 'immigrant', 'global' and 'settler'.
Year 6		To describe the sources used for investigation in terms of 'primary' and 'secondary' sources of evidence.	To understand why we cannot be absolutely sure of exactly what happened on the night that the Titanic sank		To know and explain the meaning of the term 'legacy' in relation to the Roman Empire			To know examples that show how Churchill brilliantly used language, rhythm and delivery in his speech	To understand the meaning of 'republic'.
Year 6	<b>Interpret historical language in the context of concepts and questions linked to periods of history</b>	To know and understand the terms 'discovery' and 'invention'	To know what evidence is and analyse initial evidence for the Pendle Witch trials	To understand the meaning of 'regeneration' and explore how that may have played a part in local changes	To know and understand the term 'civil war'.			To know what hieroglyphs are and their importance in informing us about life in Ancient Egypt	To understand the terms 'primary sources', 'secondary sources', 'anti-Semitism' and 'apartheid'.
Year 6		To understand and use the terms 'causation' and 'significance' in relation to the impact of inventions	To analyse further evidence in the form of confessions	To understand the meaning of, and give a locally based example of, an historical anachronism	To understand the terms 'causation', 'injustice' and 'solidarity' in relation to war.			To understand why historians knew little of Hatshepsut's existence until 1822	To know why some of the terms which people have used in the past to describe others are now considered racist.

Dimensions – History knowledge building – **Perspectives and Interpretations**

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	<b>Understand that different versions of the past may exist, giving reasons for this</b>	To know that Walt Disney had negative experiences, even though the portrayal of his past is largely positive.  To know that there was criticism of the Disney Corporation and the reasons why e.g. racism, business practices.	To give examples of some of the evidence that exists for these different historical periods (e.g. Stonehenge, Scara Brae, Lindow Man)  To know that archaeological finds and interpretations have helped historians reconstruct Iron Age artefacts, and give examples.		To know that artefacts such as pottery and architecture help us interpret the past.  To know that there are different historical reasons given for the fall of the Ancient Greek empire.	To know some of the explanations given for the decline of the Mayan empire.  To understand why no-one knows for definite why the Mayan empire disappeared.		To know that the Bayeux Tapestry was made by the Normans as a gift for William, and so will be a biased account of events.  To give examples of some of the possible inaccuracies shown in the Bayeux Tapestry, and reasons for these.	To know that some sources say that the people of Benin built walls around their city and others say moats, while others say both.  To identify sources of evidence that exist to show that the people of Benin had moats and/or walls.
Year 4		To know that some people view the World Wide Web as a positive thing, whereas others see it as negative  To understand how Tim Berners-Lee's prophecies about the use of the World Wide Web have come true			To know that and understand why not all countries are run democratically.  To know how countries have changed over time e.g. some becoming democracies more recently.			To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions  To know that Viking sagas may contain more fiction than fact, as they were written down many years after the events had possibly happened	To know that many slaves were not taught to read and write and so communicated their stories and messages in other ways  To know why some people have campaigned for statues of famous people with links to the slave trade to be pulled down
Year 5	<b>Explain how and why different historical viewpoints and interpretations have been constructed</b>	To know why some people think the 1969 moon landing was faked.  To know what evidence people give for the moon landings being real.	To know some of the main reasons why Molly Brown was not allowed to give evidence about the Titanic  To know and explain why different reasons are given for where the blame lies for so many lives being lost when the Titanic sank		To know that there are different explanations as to why the Romans were so successful, including discipline and organisation  To know that the leaders of the Roman Empire have been represented in diverse ways in plays, art etc.			To know why some people have campaigned to remove statues of Churchill  To understand why some of Churchill's views are now seen as wrong (and that some people have described him as a racist)	To explain why many Native American people view Christopher Columbus as a villain not a hero.  To know that many Native Americans view Thanksgiving as a day of mourning, not celebration.
Year 6		To know that there can be a dispute over which individual or group of people invented something e.g. calculus  To know that some inventions were created for one purpose, but have been used for another.	To know about the accusations of witchcraft	To understand how sources can be interpreted in different ways to form alternative historical narratives  To know and understand how bias can influence historical viewpoints and interpretations	To know that pacifists were viewed as cowards, but many people campaigned for them to be pardoned.  To understand that there are strongly held and differing opinions about the conflict in Gaza, because of historical events.			To know why Hatshepsut ordered that she be portrayed as a male pharaoh in many contemporary images and sculptures  To know that all evidence of Hatshepsut's rule as pharaoh was destroyed and give possible explanations for this	To know that, although Nelson Mandela is hugely and widely admired, some people have a negative view of him.  To know some of the arguments people put forward to justify their opposition to groups of people e.g. Jews.

Dimensions – History knowledge building – Similarities and Differences

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	<b>Compare and contrast a range of diverse societies</b>	To know that flipbook animation has been used across many cultures and societies.  To know that cultural and traditional stories are often used in animation and give examples.	To know what type of jobs Iron Age people may have had.  To explain some of the features of life for Celts in the Iron Age, including food, houses, culture, religion and war.		To know the ancient Greek mythology affected everyday life.  To know about Greek thinking and how this has impacted on Western society e.g Pythagoras (Maths), Aristotle (Science)	To know how Mayan religion affected everyday life.  To know what Mayans considered to be beautiful and how this compares to other cultures' views of beauty.		To know about some of the weapons used in Anglo-Saxon battles.  To explain some of the similarities and differences between the way monarchs were chosen in Anglo-Saxon times and today.	To know that Benin art shows us what was important to the people of Benin.  To know how Europeans were represented in Benin art and what this shows about how they were viewed by the Benin people.
Year 4		To know that some aspects of communication on the World Wide Web are banned in certain countries  To understand why different societies have different opinions regarding the use of the World Wide Web			To know some of the ways in which life is different for citizens of non-democratic and democratic countries.  To know some examples of non-democratic and democratic countries from the past and present day.			To explain some of the features of life for Viking invaders, including food, houses, culture, religion and war  To know some of the similarities and differences between Viking, Roman and Anglo-Saxon soldiers	To know that slavery has existed across many cultures and societies  To be able to give examples of slavery from different societies and eras, including modern-day slavery
Year 5	<b>Analyse the diverse experiences, beliefs and attitudes of people in past societies</b>	To know why the astronomer, Galileo, was imprisoned by the Roman Inquisition in 1633.  To know that some people still claim to believe that the Earth is flat, and the reasons they give for their beliefs.	To know why Harold Bride chose to stay out of the spotlight in the aftermath of the sinking of the Titanic  To explain what some of the problems might be in using films or newspaper reports to find out more about Molly Brown		To know the impact of the Roman invasions on the inhabitants of the countries invaded at the time  To know some of the differences between the Roman culture and the cultures of countries they invaded			To know how Churchill's decisions in the Gallipoli crisis affected people's attitudes towards him  To know that Churchill was born in the Victorian era, to a wealthy aristocratic family, and how this would have influenced his world view	To know some of the beliefs of Native American people  To know about the attitudes of settlers to Native American people, forcing tribes to leave their homes.
Year 6		To know that some inventors made huge sacrifices for their work.  To know how some inventions were received by contemporary society.		To identify some similarities between the lives of people in your locality from the past and now  To understand some of the advantages and disadvantages of living in your locality now, in comparison to life there in the past	To know that the American Civil war was caused by people's differing views about slavery.  To know that the atrocity of the Holocaust was a result of centuries of anti-Semitism.			To know why Hatshepsut hid the fact that she was a woman  To explain what some of the problems might be when using archaeological discoveries to find out more about the Ancient Egyptians	To know what the Jim Crow Laws were and how they affected black people.  To know why people have discriminated against others throughout history.

