Subject Curriculum Overview

History

Planning and Progression

Nurture curious minds through providing opportunities to excel.

Create resilient and resourceful life – long learners.

Value pupil voice, promote high self-esteem and emotional wellbeing.

Subject Vision and Rationale



'The more you know about the past, the better prepared you are for the future' Theodore Roosevelt.

At Ringmer Primary and Nursery School we want all of our pupils to have an understanding of the past and of how history will shape their future through learning about human achievements and experiences.

Our motivating and engaging History curriculum will enable children to develop historical skills and deepen knowledge and understanding. History lessons will give the opportunity to use a range of sources. We seek to broaden children's experiences both in and outside of school through educational visits and visitors encouraging exploration and discovery. Children will be motivated to develop their historic enquiry and to question the interpretation of events.

As they begin their journey through Ringmer Primary school our youngest children explore their own personal history and that of their family. They learn about differences in the past through stories, pictures, artefacts and real-life experiences as they begin to learn how and why things have changed over time.

In KS1, their understanding of chronology develops as they learn about history within living memory such as how homes, shops and transport have changed. Children also learn about events beyond living memory such as The Great Fire of London and The Gunpowder Plot, an event which is significant to the local area. They learn about the stories of famous historical figures such as Florence Nightingale and Mary Seacole, motivating the children to ask and answer questions about the past and discover how these people and events impact the world we live in today.

By the end of KS1, the children will have a thorough understanding of:

- The chronology of key events in British History
- The impact of significant figures within British History
- Apply their historical knowledge to compare past and present within British History
- Specific historical vocabulary

In KS2, we aim for children to deepen their historical knowledge and skills progressively. We will provide interesting sources to inspire enquiry as they learn about, for example, settlements in prehistoric Britain or the legacy of the Empire of Ancient Greece. The impact of major events such as WW2 in our locality will be brought to life by real experiences. Children will develop understanding of connections and patterns over time by studying a theme, for example, social change for children.

By the end of KS2, the children will have a thorough understanding of:

- The chronology of key events in the wider world and how Britain has been influenced.
- Know and understand significant aspects of the history of the wider world and compare how different civilisations have changed over time.
- Secure understanding of historical vocabulary
- Cause and consequence of key historical events
- To complete historical enquiries by analysing and interpreting a range of historical evidence.

These end points will be developed through the overarching concepts of:

- Chronology
- Invasion
- Civilisation
- Community
- Monarchy

Our history curriculum aims for children at RPNS to think critically about the past to enable them to gain a sense of their own identity within our present and their future world.

Two Year Plan

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	**Past and Present** Transition to starting school Trains/Buses then and now	**Past and Present** Look at photographs of the remembrance parade and discuss. Why is it important to remember people that fought/helped in the war? What is the significance of the poppy? How have Christmas traditions changed? How did your parents/grandparents celebrate Christmas? Share photos of children's first Christmas.	**Past and Present** Begin to make sense of their own life-story with a focus on friends. How these change over time. Share photos of special memories with friends. Comment on images of familiar situations in the past. Sequence a story using language first , then next	**Past and Present** Begin to make sense of their own life-story and family's history. (Once There were Giants) Make links between human life cycle and plant life cycle. Lifecycle passing of time vocabulary.	**Past and Present** Lifecycle passing of time vocabulary.	**Past and Present** Lives of significant people e.g. significant astronauts - Tim Peake & Mae Jemison. Compare and contrast characters from stories, including figures from the past.
KS1		Events beyond living memory Local history (Lewes Bonfire) Parliament Guy Fawkes and Gunpowder Plot		Events within living memory Civilisation Climate and Energy - now and then		Lives of significant people Empire Kings and Queens - who were the great monarchs of Great Britain?

LKS2		Chronology of events: Civilisation Settlements of the Stone, Bronze and Iron Age		Changes in British history from Stone Age to 1066: Empire Romans - how did they change Britain?		Changes in British history from Stone Age to 1066: Anglo-Saxons and Scots. Who were they? (Settlements, invasions etc)
UKS2		Chronology of events: Vikings		Ancient Civilizations The Shang Dynasty		Contrasting Civilisations Early Islamic

Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	**Past and Present** Transition to starting school Talk about past experiences, linking to stories Context behind Harvest, and how we can all make a difference at this time. Comment on images of familiar situations in the past (transport) Share photos and memories of a past journey	**Past and Present** Comment on images of familiar situations in the past (firework celebrations) Remembrance Day - why is it important? What is it for? What is the significance of the poppy? Christmas: *Traditions in the past and present. *How did Grandparents celebrate? *Share photos and memories of past Christmas'	**Past and Present** Compare and contrast characters from stories, including figures from the past. Discuss how key figures have supported children in the past and present	**Past and Present** Discuss and understand the past through settings, characters and events encountered in books. Mothers day *talk about the lives of the people around them and their roles in society	**Past and Present** Plant life cycle *stages of growth *decay Talks about past and present events in their own life and in the lives of their family members (Easter)	**Past and Present** Discuss and reflect upon their transition from Nursery to Reception, to support them in transitioning to year 1. Reflect on their Reception year; discussing their favourite parts.
KS1		Events within living memory Toys in Time		Significant people: Making a Difference (Rosa Parks, Florence, Nightingale and Mary Seacole)		Events beyond living memory Civilisation Travelling through time (transport)
LKS2		Ancient Civilizations: The Greeks		Contrasting Civilisations: The Mayans		In depth history study: Lewes Castle - the Normans
UKS2		Beyond 1066: Crime and Punishment		Beyond 1066: World war II Did brain or brawn win WW2?		Ancient Civilisations: The Egyptians

Ongoing Historical Disciplines

Together with the range of knowledge and content taught in the Units of Study listed below, pupils will develop their historical disciplines over time. These are the ongoing skills that are taught and retaught. These disciplines cannot be assigned to any single unit of study as they will all be covered in all of the units.

	KS1	LKS2	UKS2
1. Significance	Pupils establish the fact that some events, themes and issues have significance on the world in which we live. They begin to discuss what is historically significant and why and how it has impacted on their own life and understanding of the world.	Pupils start to order events by significance, deciding which have more or less historical significance. They can justify their decision making and identify the impact of the change.	Pupils weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change.
2. Continuity and Change	Pupils learn that things change, they first explore this through living memory and then beyond. They start to develop an understanding of chronology and look at how things change over time.	Pupils understanding of events and chronology is deepened. Through studying a range of Ancient Civilizations, pupils learn about events, themes and issues from a long time ago. They explore what has changed but also what has remained from these ancient cultures.	History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes.
3. Cause and Effect	As their knowledge of chronology and time develops pupils also begin to learn that these changes affect people. They discuss how changes to simple toys such as Teddy bears has impacted upon how children interact with their toys.	Pupils realise that actions and events have consequences. They explore the fall and rise of empires and discuss what led to these changes in culture and counties. Through an expanding knowledge of British history until 1066, then begin to see the relationships between events and people and how the two are related.	Pupils investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration.

4. Perspective	Pupils are starting to develop the concept of points of view. They are beginning to realize they the world does not centre around them and that for every event there are multiple viewpoints.	Pupils develop an understanding of sources and how we know what we know about the past. They make decisions about the reliability of multiple sources and think about what we can learn about the past from these.	Pupils learn to debate multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives.

Nursery and EYFS

Nursery 2-3 years	Understanding the world • Make connections between the features of their family and other families. Understanding the world - people and communities (Birth to 5 Matters Range 4) • Has sense of own immediate family and relations and pets • Learn that they have similarities and differences that connect them to, and distinguish them from, others.
Nursery 3-4 years	Understanding the world • Begin to make sense of their own life-story and family's history. Understanding the world - people and communities (Birth to 5 Matters Range 5) • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends Understanding the world - the world (Birth to 5 Matters Range 5) • Developing an understanding of growth, decay and changes over time
Reception	Understanding the world • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past Understanding the world - people and communities (Birth to 5 Matters Range 6) • Talks about past and present events in their own life and the lives of family members • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
ELG (End of Reception)	Understanding the world and Past and Present • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

'A' Year: Progression of Knowledge, Skills and Vocabulary

KS1 – Year A – Term 2 Strand: Events beyond living memory Concepts: Community, Chronology, Monarchy	Knowledge and Skills	Vocabulary	
Local History - Lewes bonfire, Parliament, Guy Fawkes and the Gunpowder Plot	**Guy Fawkes and Lewes Bonfire** Identify the living conditions in London in 1605. Show an understanding of significant people in the past. Understand what the events were leading up to the Gunpowder plot, how the Gunpowder Plot changed the UK forever and how we commemorate it locally today. Sequence events and recount changes beyond living memory (chronological understanding). Use common words and phrases relating to the passing of time. Find answers to some simple questions about the past from simple sources of information.	Where…? chronological order era/period The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes traitor treason	encounter impact significant investigate research evidence historians experts letters newspapers websites United Kingdom monarch
Year 2 additional	Understand that Catholics were being mistreated. Sequence artefacts closer together in time – check with reference book. Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.	Catholic Protestant memorial	

Key questions	What was life like in 1605? Who was Guy Fawkes? What does Lewes have to do with the event? How does the event affect me today?
Significant Individuals	Guy Fawkes, King James, The Pope, The Stuarts

KS1 – Year A – Term 4 Strand: Civilisation: Climate and Energy - now and then **Concepts: Chronology, Monarchy, Civilisation**	**Knowledge and Skills**	**Vocabulary**	
Topic **Victorians**	**How our use of energy has changed over time** Study of the industrial revolution compared to now. Know what energy is and where it comes from. Understand that different forms of energy have been used in the past. Describe forms of energy used in the Victorian times. Identify how Victorian life changed during the Industrial Revolution. Identify which energy source powers machinery from the past and present (look at machines and work out how they were powered e.g. steam train/electric train). Explain how and why energy use has changed.	Energy Move Work Wood Coal Windmills Steam Solar Electricity Engine Factory Resources Past Inventions Industrial Revolution	Coal Factory Workhouses Resources Past Victorians Pollute Machinery Past Present Similar Different Impact Climate change
Year 2 additional	Sequence different forms of energy used in the past. Describe how the Victorians revolutionised energy. Identify the impact of the Industrial Revolution to the Victorians. Identify which energy source powers machinery from the past and present and if it is sustainable or not. Explain how and why energy use has impacted climate.	Sustainable Unsustainable Develop Hydropower Deforestation Extreme weather	

Key questions	What is energy and where does it come from? What are the different forms of energy that were used? What impact did the Industrial Revolution have on Victorian life? How was energy used?
Significant Individuals	James Watt (first reliable steam engine), Queen Victoria

KS1 – Year A – Term 6 **Strand: Empire** **Concepts:** **Community,Chronology,** **Monarchy**	**Knowledge and Skills**	**Vocabulary**
Topic **Kings and** **Queens (Who were the great monarchs of Great Britain?)**	**Kings and Queens** Name the present monarch and a monarch from the past. Place the Kings and Queens of the United Kingdom on a timeline. Know what the role of the Queen is. Explain what Queen Victoria did during her reign. Compare the lives of Queen Victoria and Queen Elizabeth II. Understand any recent changes to the British monarchy.	sequence Monarch empire industrial revolution jubilee family tree compare difference similarities
Year 2 additional	Order the Kings and Queens of the UK chronologically on a timeline. Identify and explain the role of a monarch. Explain the impact Queen Victoria had on the UK. Compare the impact of the reigns of Queen Victoria and Queen Elizabeth II. Understand the impact of key monarchs in British history.	Significant Modern Government
Key questions	Who was Queen Victoria? Who is our current monarch? What is the role of the monarch?	

	How is our current monarch different from Queen Victoria?
Significant Individuals	William the Conqueror, Richard III, King Henry VIII, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II

LKS2 – Year A – Term 2 Strand: Chronology of events. **Concepts: Civilisation, Chronology**	**Knowledge and Skills**	**Vocabulary**	
Topic Settlements of the Stone, Bronze and Iron Age	**Settlements of the Stone, Bronze and Iron Age** Discover who the early settlers in Britain were and where they came from - know what life was like in Stone Age Britain, Bronze Age Britain and Iron Age Britain. What changed in Britain from the Stone Age to the Iron Age. Identify the changes that occurred in the Bronze and Iron Ages. Investigate the Iron Age Celts, who they were and how they shared their culture. Explain what Stonehenge tells us about prehistoric Britain. Justify what the most significant change was in either the Stone Age, Bronze Age or Iron Age.	Paleolithic Mesolithic Neolithic Doggerland Settlement Thatched Hunter-gatherer Prehistory Records Evidence Artefacts Stone Age Bronze Age Iron Age Flint Agriculture Lowlands Flax Tamed Ploughing Raking Wattle and Daub	Alloy Bronze Copper Tin Rare Precious Wealthy Trade Tribal Artefact Primary source Iron Hillfort Settlement Roundhouses Language Celtic Celts Culture Torc Druids Pottery Weave
Year 4 additional	Ask questions about what life was like in Stone Age Britain. Explain how and why life changed within the Stone Age. Know what life was like in Bronze Age Britain compared to Stone Age Britain. Explain how and why the Iron Age people had to defend themselves. Collate evidence for different theories of why Stonehenge was built. Justify why you think it was better to live in either the Stone Age, Bronze Age or Iron Age.	self-sufficient settlers archaeologists Defend / attack	

Key questions	What was life like in Stone Age / Bronze Age / Iron Age Britain? How do the different times compare? Which time was better and why?
Significant Individuals	Paleolithic, Mesolithic, Neolithic people

LKS2 – Year A – Term 4 **Strand: Chronology of Events** **Concepts: Civilisation Chronology, Invasion**	**Knowledge and Skills**	**Vocabulary**		
Topic **Changes in British history from Stone Age to 1066.** **Romans – how did they change Britain?**	**Romans – how did they change Britain?** Know who the Romans were and why Julius Caesar wanted to invade Britain. Know who the Celts were and what happened when the Romans tried to invade Britain. Identify why the Roman military was so successful in expanding the Roman Empire. Know who Boudicca was and how she challenged the Roman occupation of Britannia (including villas, roads and recreational life). Explain methods Romans used to defend the lands they conquered and why the empire declined. Place significant events on a timeline and reflect on their legacy such as Roman Numerals.	Roman Mediterranean Provinces Britain Britannia Invasion Tribe Settlement Emperor Claudius Conquer Army Legion Legionary General Century		Boudicca Iceni Rebel Colchester London Fort Construct Barracks Latrines Granary Hadrian

Year 4 additional	Understand the Roman Empire and Caesar's first invasion of Britannia. Describe who the Celts were and their reaction when the Romans tried to invade Britain. Explain the reasons for the success of the Roman army in expanding the Roman empire. Research and explain who Boudicca was and how she challenged the Roman occupation of Britannia. Know how the Romans defended the lands they conquered and explain the decline of the Roman Empire. Sequence events on a timeline and reflect on its legacy.	Gaul Success Failure Catuvellauni Atrebates	Auxiliary Centurion St. Albans Watling Street
Key questions	Who were the significant people of the Roman times? Who was Boudicca and what impact did she have? How did the Romans change Britain – what is the Roman's legacy?		
Significant Individuals	Julius Caesar, Boudicca		

LKS2 – Year A – Term 6 Strand: Chronology of Events Concepts: Civilisation, Invasion	**Knowledge and Skills**	**Vocabulary**	
Topic **Changes in British history from Stone Age to 1066:** **Anglo-Saxons and Scots. Who were they? (Settlements, invasions etc)**	**Anglo-Saxons and Scots. Who were they? (Settlements, invasions etc)** Explore the Anglo Saxons and Scots, who they were and how they lived. Place Anglo Saxon events chronologically on a timeline. Explain the invasion of the Anglo Saxons. Understand how the Anglo Saxons ruled Britain. Describe how the Anglo Saxons lived and what life was like for them. Understand who Alfred the Great was. Understand why the Anglo-Saxon times are known as the 'dark ages'. Understand who invaded Britain after the Romans and be able to sequence the Romans through to the Anglo Saxons on a timeline.	Anglo-Saxons Scots Picts Hadrian's Wall tribe invasion 'cyning' — king earl thane ceorl slave 'fyrd' — army thatched roof mead feast livestock craft worker	brooch god pagan convert Christianity saint missionary work burghs or burhs treaty Danelaw defence borough mint 'dark ages' discovery archaeology translated evidence

Year 4 additional	Understand why the Anglo Saxons invaded Britain. Understand the legacy of the Anglo Saxons that still exists today. The Anglo-Saxons had a system of laws and compensation known as 'wergild' In Anglo-Saxon Britain, people accused of crimes had to go to court and be tried for their crimes. Compare how the Anglo Saxons lived to how the Romans lived. Understand the significance of Alfred the Great.	Wergild Code of law Coinage / currency
Key questions	Who invaded Britain once the Romans had left? How did the Anglo-Saxons rule? What was daily life like for the Anglo-Saxons? What did the Anglo-Saxon people believe? Who was Alfred the Great? How do we know about the Anglo-Saxons?	
Significant Individuals	The British King, Vortigern, Alfred the Great, King Ethelbert	

UKS2 – Year A – Term 2 Strand: Chronology of Events Concepts: Chronology, Invasions, Exploration	Knowledge and Skills	Vocabulary	
Topic Vikings	**The Vikings** Investigate what the Vikings brought with them when they settled in the UK The lives and legacy of the Vikings. Significant battles and places. Know who the Vikings were. Know how the Vikings invaded Britain. Know which areas of Britain the Vikings settled in. Identify key features of Viking life. Know who Edward the Confessor was and his role in leading the battle against the Vikings. Evaluate the significance of key historical events.	Vikings Long ship plunder Valhalla Norse myths burial trade Invasion raid religious institutions priory/monastery conquest chieftain	decisive confront Danelaw tactic opposition borough longhouse king jarl, karls, thralls 'Thing' 'Holmgang' chieftain duel fortification reign territory monarchy alliance conquest
Year 6 additional	Know who the Vikings were and compare this to what we know about the Anglo Saxons. Explain why the Viking raids were effective. Explain why certain areas of Britain were settled in by the Vikings. Describe key elements of Viking life, including gender specific role differences. Evaluate whether Edward or Aethelflaed was the most influential in defeating the Vikings. Evaluate the significance of key historical events and justify your perspective.	Anglo-Saxons armoury raid pillaged Lindisfarne Wessex East Anglia society gender roles shield maiden	Aethelflaed unification Battle of Tettenhall
Key questions	Who were the Vikings? What were the Viking raids? What was the Danelaw? What was life like in Viking Britain? How did England become a unified country? How was Britain conquered between 950AD- 1066?		

Significant Individuals	Edward the Confessor Aethelflaed

UKS2 – Year A – Term 4 Strand: Ancient Civilisations Concepts: Chronology, Civilisation, Community,	**Knowledge and Skills**	**Vocabulary**
Topic **The Shang Dynasty**	**The Shang Dynasty** Know when and where the Shang Dynasty was in existence. Describe what life was like for different people during the Shang Dynasty. Examine artefacts from the Shang Dynasty. Describe some of the religious beliefs and practices from the people from the Shang Dynasty. Understand what people did for entertainment in the Shang Dynasty. Understand the legacy of the Shang Dynasty.	Shang dynasty, Shang Di, Cheng Tang, ancestor, worship, Xia Dynasty, tomb. Bronze Age, Civilization King, priest, noble, warrior, craftsmen, merchant, farmers, peasant, slave, social hierarchy
Year 6 additional	Describe how the social hierarchy of the Shang Dynasty was organised and what life was like for different people. Analyse a range of artefacts from the Shang Dynasty. Understand what people did for entertainment in the Shang Dynasty and compare this to modern day.	Yellow River, Anyang Sacrificial ornament, ceremonial
Key questions	What was the Shang Dynasty? What was life like for the people of the Shang Dynasty? What was the legacy of the Shang Dynasty?	

Significant Individuals	The Shang family, Supreme God – Shang Di

UKS2 – Year A – Term 6 Strand: Contrasting Civilisations **Concepts: Community, Chronology, Civilisation**	**Knowledge and Skills**	**Vocabulary**	
Topic **The Early Islamic Civilisation**	**Ancient Islam** Understand where the Early Islamic empire began. Understand what is meant by the Golden Age of Islam. Know how the Golden Age of Islam still helps us today. Identify the impact of the Golden Age of Islam on medicine, mathematics and science. Compare and contrast civilisations. Understand how the Islamic Empire came to an end.	allies caliphs dynasty prophet saqiyah caravans dinar dirham Golden Age of Islam merchants Silk Road textiles Trade	dynasty House of Wisdom papyrus Qur'an translators scholars astronomy astrology astrolabe observatory scholars telescope
Year 6 additional	Understand how the Early Islamic empire was built. Evaluate the impact of the Golden Age of Islam on medicine, mathematics and science. Compare and contrast civilisations and their impact today. Discuss and evaluate the end of the Islamic Empire.	Round City Moat King Offa Abbasid	
Key questions	How was Baghdad built? What was the Golden Age of Islam? Year 6 – how does this compare to the Golden Age of the Greeks (Year B, LKS2, Term 2)? How did Baghdad become a centre of learning? Who made advancements in science, mathematics and medicine? How did Baghdad compare to London 1000AD? How did the Islamic Empire come to an end?		

Significant Individuals	Abassid, King Offa, Crusades, Seljuk Turks, Mongols

'B' Year: Progression of Knowledge, Skills and Vocabulary

KS1 – Year B – Term 2 Strand: Events within living memory Concepts: Community, Chronology	Knowledge and Skills	Vocabulary	
Topic: Toys in Time	**Toys in Time** Sorting toys into groups. Identifying if toys are old or new. Identifying similarities and differences between old and new toys. Old toys were mechanical or moved by hand. Modern toys tend to use batteries. Placing sources in chronological order. Identify which toys children like to play with and compare these with the toys their parents/grandparents played with.	toys group past older present change materials mechanical batteries similarities differences new oldest newest	Teddy bears Museum Timeline
Year 2 additional	Toys can be grouped into categories depending on their characteristics. Characteristics describe what something is like. Toys can be described using adjectives. Old toys were often made from wood*. Modern toys tend to be made from plastic. Some toys have always been popular but have changed over time	category characteristics chronological decade mechanical modern exhibit	

Key questions	What different types of toys are there? Can you describe your favourite toy? Which toys did our parents and grandparents play with? How do we know that some toys are from the past? Can we put toys into chronological order?
Significant Individuals	Ourselves, parents, grandparents, Margarette Steiff, Theodore Roosevelt

KS1 – Year B – Term 4 **Strand: Significant people: Making a Difference** **Concepts: Community, Chronology**	**Knowledge and Skills**	**Vocabulary**	
Topic: **Rosa Parks** **Florence Nightingale** **Mary Seacole**	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. Mary Seacole The Crimean War began on 5th October 1853. In 1854, after seeing an advert to go and help Florence Nightingale, Mary decided to go and help. Rosa Parks Rosa Parks fought for black and white people to be treated the same. She refused to give up her seat on a bus and changed American history Understand important events in Rosa Parks life Florence Nightingale Florence was born in 1820 in Florence in Italy. She went to the Crimean War to nurse wounded soldiers.	Significant Important Key person Separate Boycott Remarkable Improved The Crimean War	

Year 2 additional	At the same time that Nelson Mandela was fighting against racism in South Africa, Rosa Parks was fighting against racism in the United States of America. Understand Rosa Parks' positive impact on the world The Universal Declaration of Human Rights (UDHR) was written to make sure that everyone is treated fairly. Mary Seacole became known as Mother Seacole Florence Nightingale is remembered for showing people that nursing was a very important job.	Segregation Racism Civil Rights Human Rights Universal Declaration of Human Rights (UDHR)
Key questions	What makes someone significant? Why is Rosa Parks significant? How did Florence Nightingale and Mary Seacole know each other? Why is the Crimean War significant?	
Significant Individuals	Rosa Parks, Nelson Mandela, Mary Seacole, Florence Nightingale	

KS1 – Year B – Term 6 Strand: Events beyond living memory: civilisation Concepts: Community, Chronology, Civilisation	Knowledge and Skills	Vocabulary	
Topic: Travelling through time (transport)	**Travelling Through Time** Identify modes of transport from the present day and the past. Understand how transport has changed over time. Predict how transport might change and what it could look like in the future. Explore how people used to travel in the past and compare and contrast with how we travel today. A study of how technology has changed transport.	transport travel journey vehicle past present invention petrol motor engine factory horse and carriage omnibus passengers route advantages disadvantages technology	pedals seat wheels batteries brakes E bike Draisine Velocipide Penny Farthing glider aircraft engine aeroplane flight pilot jets
Year 2 additional	Journeys made in the past were different from today. This made peoples' lives very different. The invention of the car has had a big impact on our lives.	mode modern Royal Air Force hot air balloon Boeing Jet Spitfire	
Key questions	How do we travel around today? What transport did people use in the past? How have boats changed over time? How have cars changed since they were first invented? What is it like to travel by bus today and what was it like in the past? How have bicycles changed since they were first invented? How were the first trains different from trains today? Why were underground railways built? How has air travel changed over time? How have humans travelled in space?		
Significant Individuals	Garret Augustus Morgan, The Wright Brothers, Amelia Earhart John H Glenn		

LKS2 – Year B – Term 2 Strand: Ancient Civilisations **Concepts:** **Civilisation,** **Community,** **Chronology**	**Knowledge and Skills**	**Vocabulary**
Topic: The Greeks	**Ancient Greeks** Explain who the Minoans and Mycenaeans were and how we know they existed. Explain how and why Ancient Greece was organised into city states. Understand and explain the 'Golden Age' of Greece. Describe how Sparta and Athens were built and ruled. Know who Alexander the Great was and describe key events during his rule.	civilization fresco Dark Age labyrinth Minoan Mycenaean Mycenae Tholos acropolis city-state government democracy empire heir Allies Retaliated Surrendered truce conquest legacy democracy architecture
Year 4 additional	Compare what we know about the first civilisations in ancient Greece using primary sources. Describe how ancient Greece was organised and explain the disadvantages of each type of government. Compare how Sparta and Athens were built and ruled. Explain why Alexander the Great was a successful ruler.	Excavated democracy oligarchy polis tyranny Athenian democracy: Ekklesia, Boule and Dikasteria. Alliance

		diplomacy
Key questions	How do we know about the first civilisations in ancient Greece? How was ancient Greece organised? What was the Golden Age of Greece? How did Athens and Sparta become powerful city-states Who was Alexander the Great? What were the lasting achievements of the ancient Greeks?	
Significant Individuals	The Minoans, Sir Arthur Evans, Alexander the Great	

LKS2 – Year B – Term 4 Strand: Contrasting Civilisations **Concepts: Community, Chronology, Civilisation**	**Knowledge and Skills**	**Vocabulary**	
Topic: The Mayans	**The Mayans** The Ancient Maya civilization spanned thousands of years. Explain a day in the life of Mayan culture. Describe the key resources that the Mayan civilization is famous for using. The Ancient Maya relied on farming, foraging and hunting. Identify similarities and differences between Mayan life and other civilizations at the time. The Ancient Maya civilization declined over time. Understand the end of the empire and the legacy of the Mayans.	hunter gatherer permanent settlements archaeologist civilization city-states thriving abandoned theories European invaders regions artefacts excavation social hierarchy king/queen priests nobles merchants	peasants slaves religion ceremonies festivals honour ancestors carvings codices sacrifices corn glyphs decipher bark leather invader base-20 calendar

		craftsmen farmers	
Year 4 additional	Identify the strengths and weaknesses of the Mayan lifestyle. Explain how the natural resources available in Mexico affected the way of life for the Mayans. Compare how the Mayans are similar or different to the Ancient Geeks (e.g. living in city states). Explain the decline and the legacy of the Maya Civilisation.	Social structure Social pyramid Decline Colonisation	
Key questions	When and where did the Ancient Maya live? What do we know about the Ancient Maya and their cities? What did the Ancient Maya believe?		

	Which foods did the Ancient Maya eat? How did the Ancient Maya read, write and tell the time? What happened to the Ancient Maya people?
Significant Individuals	Ek Chuah (God of Mayans)

LKS2 – Year B – Term 6 Strand: In depth local study **Concepts: Invasion, Community, Chronology**	**Knowledge and Skills**	**Vocabulary**

Topic: Lewes Castle and the Normans	**Settlements of the Normans – Local History, Lewes Castle and Battle Abbey** - Learn about life in the Norman times from studies of Lewes Castle and Battle Abbey Know where the Normans came from and why they settled in England. Chronologically order the events of the Norman conquest, including the Battle of Hastings. Describe the features of Norman castles and explain the purpose of Lewes castle. Lewes Castle is a Norman Castle, built after the Battle of Hastings by supporters of William the Conqueror. Describe how life was different after 1066. Discuss the Bayeux tapestry.	Battle of Hastings Heir Confessor Normandy Fleet Conquer Conquest Bayeux Tapestry Domesday Book Motte and Bailey Castles Stone Keep Castles Lewes Castle Districts Hierarchy Invasion
Year 4 additional	Explain the significance of the Battle of Hastings. Explain what is meant by the 'rapes of Sussex' and the significance of the Norman castles within them. Identify key changes the Normans made to England. Evaluate the significance of the Bayeux tapestry.	Legacy Rapes of Sussex
Key questions	Why is the Norman invasion particularly significant to us in Sussex? What is the legacy of the Normans?	
Significant Individuals	William the Conqueror, Harold Godwinson, William de Warenne,	

UKS2 – Year B – Term 2 Strand: Beyond 1066 **Concepts: Community, Chronology**	**Knowledge and Skills**	**Vocabulary**

Topic **Crime and Punishment**	**History of Crime and Punishment** Explain the Anglo-Saxons approach to crime and punishment. Describe the Tudors approach to crime and punishment. Comment on the punishments received by Victorian children criminals. Explain the rule of law. Comment on how science and technology have changed the way we can solve crimes. Explain what made Dick Turpin a notorious criminal.	Moot Thane witnesses innocent Ordeals treason execution deterrent Tudor tried reform Reformatory Schools	Magistrate norms society Civil Crown Court Jury prove disprove database law enforcement highwaymen robbery footpad
Year 6 additional	Analyse whether the Anglo-Saxons were aggressive in their approach to crime and punishment. Compare the Tudors and Anglo-Saxons approaches to crime and punishment. Compare punishments of Victorian children criminals to modern day punishments for young people. Explain why the rule of law is important in society. Explain how Dick Turpin influenced the famous Highwayman poem.	Corporal punishment Capital punishment Biometric data Notorious	
Key questions	What kind of penalties does the law have for criminals? Do you think criminals are punished appropriately in modern-day? What factors do you think effect crime rates in a country? What kind of penalties does the law have for criminals today? What do you think are the main causes of crimes?		
Significant Individuals	King Henry VIII, Dick Turpin (Highway Man)		

UKS2 – Year B – Term 4 Strand: Beyond 1066 **Concepts: Community, Chronology, Invasion**	**Knowledge and Skills**	**Vocabulary**

Topic: WW2 – Did brains or brawn win WW2?	**World War Two** Place significant events of WW2 and battles on a timeline. The Second World War was fought by countries on two different sides, the Allies and the Axis Powers. Understand the significance of Alan Turing. Explain what happened at Bletchley Park during WW2. Understand how spies and secret codes were key to the battle for the Atlantic. Explain how Britain rebuilt after WW2.	The Great Depression unemployment Nazi Party occupy Reichstag Führer Expansion The Schutzstaffel (SS) Gestapo propaganda ideology Blitzkrieg alliance evacuation Luftwaffe radar technology air raids The Blitz Evacuees surrender Enigma Bletchley Park The Bombe machine
Year 6 additional	Explain the relationship between specific events of WW2. Identify key players in WW2 and comment on their relationships. Understand the legacy of Alan Turing. Explain the impact of Bletchley Park on the success of the German Air Force's missions. Evaluate the impact of cracking the enigma code and the significance this had on the rest of the war. Compare how Britain and Germany rebuilt after WW2.	appeasement persecuted discriminate prejudice Anti Semitism liberated
Key questions	Who was Hitler and how did the Second World War begin? How did Hitler run Nazi Germany? What was the impact of the War on Germany? How did Britain rebuild after the Second World War?	
Significant Individuals	Neville Chamberlain, Adolf Hitler, Joseph Stalin, Alan Turning and Gordan Welchman	

UKS2 – Year B – Term 6 Strand: Ancient Civilisations Concepts: Chronology, Civilisation	**Knowledge and Skills**	**Vocabulary**	
Topic: The Egyptians	**The Egyptians** - Place the Ancient Egyptian Civilisation on a timeline - Explore the Egyptian pyramids and monuments - Mummification - Gods and beliefs – compare with that of the Ancient Greeks (learned in LKS2 – B Year – Term 2) - Pharaohs and dynasties - Daily life - Hieroglyphics **Further detail (sticky knowledge):** Ancient Egypt was a civilization in north-eastern Africa Pharaohs ruled Egypt for 3000 years Pharaohs were considered gods The Ancient Egyptians had a hierarchical social structure Life was different for people at different levels in the system The Pharaoh was at the top and slaves were at the bottom The Egyptians lived along or around the River Nile - The people of Egypt relied on the River Nile for survival; Most of Egypt is desert; The Ancient Egyptians followed a calendar influenced by the Nile; The River Nile provided rich soil in order to grow crops; The Egyptians travelled along the Nile to trade The Egyptians believed in many gods and goddesses	Ancient Egypt pharaoh kingdom merchants/craftsmen River Nile fertile trade irrigation papyrus transport pyramid monument archaeological site afterlife	hieroglyphic god goddess worship mummification afterlife embalming tomb reign Archaeologist hierarchy social structure Sphinx Excavated Eroded
Year 6 additional	Comment on and compare the similarities of social structures in ancient Egypt and other time periods learned about in KS2 Explain the significance of the River Nile on all aspects of Egyptian life Understand the significance of Tutankhamun	Valley of the Kings	

Key questions	Who ruled Egypt? Why was the River Nile important? Why did the Ancient Egyptians build the pyramids? What did the Ancient Egyptians believe in? Where did the Ancient Egyptians believe they would go after death? How did the discovery of Tutankhamun's tomb impact the world?
Significant Individuals	The 'Great' Pharaoh: Ramesses II, The Last Pharaoh: Cleopatra VII, Pharaohs Khufu, Khafre and Menkaure, Gods such as Seth, Isis, Anubis, Nu, Ra and Osiris, Tutankhamun

Progression of Knowledge and Skills Year 1 – Year 6

Chronological understanding	• Place known events in order of when they happened • Sequence events and recount changes in living memory (chronological • understanding) Use common words and phrases relating to • the passing of time Match object to people of different ages	• Sequence • artefacts closer together in time – check with reference book Sequence • photographs etc. from different periods of their • life Describe memories of key events in their lives Show an awareness of the • past, using common words and phrases relating to the passing of time Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods	• Understand more complex terms eg BCE/AD • Use an increasing range of common words and phrases relating to the passing of time	• Place events from a period studied on a timeline Use • historic terms related to the • period of study Describe the main changes in a period of history	• Know and sequence key events of time studied • Make comparisons between different times in the past	• Place current study on timeline in relation to other studies • Understand how some historical events occur concurrently e.g. Greeks and Pre-historic Britain

Range and depth of historical understanding	• Understand key features of events • Identify similarities and differences between ways of life in different periods	• Recognise why people did things • and why things happened Discuss the lives of significant people in the past who have contributed to National and • International achievements Use some of significant peoples' lives to compare aspects of life in different periods and what happened as a result. Identify differences between ways of life at different times	• Use evidence to find out about everyday lives of people in time studied • Compare with our life today, identify reasons for and results of peoples' • actions Understand why people may have wanted to do something	• Identify key features and events of time studied • Use evidence to describe what life was like in time studied (including changes during • that time) Describe how some things studied from the past influence today's world	• Examine causes and results of great events and the impact upon people • Compare an aspect of life with the same aspect in another period	• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour 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
Interpretations of history	• Use stories to encourage children to distinguish between fact and fiction, compare adults talking about the past – how relatable are their memories?	• Compare two versions of the past event • Compare pictures and photographs of people and events in the • past Discuss reliability of photos, accounts and stories	• Identify and give reasons for • different ways in which the past is represented Distinguish between different • sources – compare different versions of the same story Look at representations of the same period – museums, cartoons	• Look at evidence available • Begin to evaluate the usefulness of different sources • Use textbooks and historical • knowledge Understand that sources can contradict each other	• Make comparisons between aspects of • periods of history and the present day Understand the type of information • available depends on the period of time studied Evaluate the usefulness of the variety of sources	• Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracies of interpretations – fact or fiction and • opinion Be aware that different evidence will lead to different conclusions • Confidently use the Library and the internet for research

			etc			

Historical enquiry	• Find answers to some • simple questions about the past from simple sources of information Describe some simple • similarities and differences between • manmade objects Sort historical objects from then and now Ask and • answer relevant basic questions about the past Relate his or her own account of an event and understand that others may give a different versions	• Ask and answer questions choosing and using parts of stories and other sources (including artefacts) to show he or she understands key • features of events Show an understanding of some ways in which we find out about the past and identify different ways in which it is represented	• Use a range of sources to find out about a period of history Observe • small details – artefacts, pictures Select and record • information relevant to the study Begin to use the • Library and internet for research by asking and answering questions	• Use evidence to build up a picture of a past event • Choose relevant materials to present a picture of one element of • time past Ask a variety of questions – use the Library and internet for research	• Begin to identify primary and secondary sources • Use evidence to build a picture of the past event select relevant sections of • information Use the Library and internet for research with increasing confidence	• Recognise primary and secondary sources • Make confident use of a variety of sources for independent research • Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Organisation and communication	• Talk, draw or write about aspects of the past	• Use a wide vocabulary of • everyday historical terms Speak about how • I have found out about the past Record what I have learned by drawing and writing including labelled diagrams and annotating photos	• Communicate knowledge and understand in a variety of ways – discussions, recounts, diaries , pictures, annotations and • drama Begin to use historical vocabulary to • describe periods studied Select relevant historical information	• Communicate the learning in an organised, structured way using appropriate terminology	• Present findings and communicate knowledge and understanding in • different ways Provide an account of a historical event based on more than one source	• Plan and present a selfdirected project or research about the studied period