

## History Curriculum Threads

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Everyday Life incl. Hierarchy &amp; Power and Civilisations</p>	<p><b>Reception</b> Talk about the lives of the people around them and their roles in society. Share stories and talk about significant people who have lived in the past- famous explorers</p>	<ul style="list-style-type: none"> <li>Aspects of everyday life include houses, jobs, objects, transport and entertainment. <b>MB H1</b></li> <li>Describe an aspect of everyday life within or beyond living memory.</li> <li>A monarch is a king or queen who rules a country. <b>BLBC</b></li> </ul>	<ul style="list-style-type: none"> <li>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. <b>TTT H1</b></li> <li>Describe the everyday lives of people in a period beyond living memory.</li> </ul>	<p>Stone Age, Bronze Age and Iron Age civilisation taught throughout the topic <b>Tribal Tales</b></p> <ul style="list-style-type: none"> <li>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. <b>TT H2</b></li> <li>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</li> </ul>	<p>The influences of Roman civilisation on Britain are taught throughout the topic <b>I am Warrior</b></p> <ul style="list-style-type: none"> <li>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. <b>War H1.5</b></li> <li>Explain the cause and consequence of invasion and migration by the Romans into Britain.</li> <li>The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. <b>USA H2</b></li> <li>Create a study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</li> <li>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. <b>T&amp;R H4</b></li> <li>Describe the significance and impact of power struggles on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. <b>Ph throughout</b></li> <li>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</li> </ul>	<ul style="list-style-type: none"> <li>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. <b>CW H2</b></li> <li>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</li> <li>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. <b>CW H4</b></li> <li>Describe and explain the significance of a leader or monarch.</li> <li>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. <b>DD H1</b></li> <li>Describe some of the significant achievements of mankind and explain why they are important.</li> <li>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. <b>HM H1</b></li> <li>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</li> </ul>

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Reporting and Concluding incl. sources	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. <b>Sup H1</b></li> </ul>	<ul style="list-style-type: none"> <li>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. <b>TTT H2</b> <b>LA H3</b></li> <li>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</li> </ul>	<ul style="list-style-type: none"> <li>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. <b>G&amp;M H5</b></li> <li>Make choices about the best ways to present historical accounts and information.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. <b>War H3</b> <b>T&amp;R H5</b></li> <li>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. <b>Ph H8</b></li> <li>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy</li> </ul>	

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Compare and Contrast	<p><b>Reception</b> Compare and contrast, characters from stories, including figures from the past. Explore and talk about pictures, stories and information on the Royal Family. Kings, queens, princes and princesses are part of royal families. Queen Elizabeth II is our Queen.</p> <p>Know some similarities and differences between things in the past and now, drawing on their</p>	<ul style="list-style-type: none"> <li>Identifying similarities and differences helps us to make comparisons between life now and in the past. <b>MB H3</b></li> <li>Identify similarities and differences between ways of life within or beyond living memory.</li> </ul>		<ul style="list-style-type: none"> <li>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth. <b>TT H2</b></li> </ul>		<ul style="list-style-type: none"> <li>Aspects of history that can be compare and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. <b>Ph H3,4&amp;5</b></li> </ul>	<ul style="list-style-type: none"> <li>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. <b>CW H5</b></li> <li>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</li> </ul>

	<p>own experiences and what has been read in class. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Make observations about objects and artefacts from the past.</p>						
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Significant Events & People	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. <b>BLBC H2</b></li> <li>Identify some key features of a significant historical event beyond living memory.</li> <li>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their</li> </ul>	<ul style="list-style-type: none"> <li>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. <b>LA H4</b></li> <li>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</li> </ul>	<ul style="list-style-type: none"> <li>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. <b>G&amp;M H6 TT H9</b></li> <li>Explain the cause and effect of a significant historical event.</li> </ul>	<ul style="list-style-type: none"> <li>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. <b>War H2 USA HI T&amp;R H2</b></li> <li>Construct a profile of a significant leader using a range of historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. <b>St HI/H2</b></li> <li>Beliefs can prompt an individual to take action, such as</li> </ul>	

		<p>lifetime, made people's lives better or worse or changed the way people think. <b>SS HI Sup HI</b></p> <ul style="list-style-type: none"> <li>Understand the term significant and explain why a significant individual is important.</li> </ul>				<p>to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. <b>Ph H9</b></p> <ul style="list-style-type: none"> <li>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> </ul>	
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Changes over time incl. Local and British history	<p><b>Teeny Weenies</b> Make connections between the features of their family and other families. Notice differences between people. Notice families are all different sizes. <b>Nursery</b> Begin to make sense of their own life story and family's history. Make comments about people who are special to them. Use talk to organise themselves and play. Take part in pretend play. Show an interest in different occupations and the lives of familiar people <b>Reception</b> Comment on images of familiar situations in the past. Explore and discuss similarities between</p>	<ul style="list-style-type: none"> <li>Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. <b>SD HI</b></li> <li>Describe how an aspect of life has changed over time.</li> <li>Important individual achievements include great discoveries and actions that have helped many people. <b>LA H4</b></li> <li>Describe and explain the importance of a significant individual's achievements on British history.</li> </ul>	<ul style="list-style-type: none"> <li>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. <b>UP HI</b></li> <li>Analyse a range of historical information to explain how a national or international event has impacted the locality.</li> </ul>	<ul style="list-style-type: none"> <li>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. <b>T&amp;R H3</b></li> <li>Explain the cause, consequence and impact of invasion</li> </ul>		<ul style="list-style-type: none"> <li>Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. <b>CW H8</b></li> <li>Present an in-depth study of a local town or city, suggesting how to source the required information.</li> <li>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. <b>CW H3</b></li> <li>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in</li> </ul>

	<i>machines in the past and now using books, stories and pictures.</i>		<ul style="list-style-type: none"> <li>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. <b>SD H3</b></li> </ul>		and settlement in Britain.		<p>healthcare; advancements in technologies or exploration. <b>CW H3 DD H2</b></p> <ul style="list-style-type: none"> <li>Articulate the significance of a historical person, event, discovery or invention in British history.</li> </ul>
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Chronology	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. <b>MB H2 BLBC HI</b></li> <li>Order information on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. <b>TTT HI LA HI</b></li> <li>Sequence significant information in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. <b>TT HI</b></li> <li>Sequence dates and information from several historical periods on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. <b>War HI T&amp;R HI</b></li> <li>Sequence significant dates about events within a historical time period on historical timelines.</li> </ul>	<ul style="list-style-type: none"> <li>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. <b>Ph H2</b></li> <li>Sequence and make connections between periods of world history on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. <b>CW HI DD HI</b></li> <li>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</li> </ul>