

## History Curriculum

# History Curriculum Statement



## Intent - What do we want for our children as Historians?

At Crossdale, we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire children to become time detectives, developing their curiosity to know more about the past and develop their understanding of chronology through an enquiry based approach. History teaching focuses on enabling children to think as historians in a fun, exciting and cross-curricular way building on their skills and knowledge as they progress through the school. Visits and artefacts will be used to bring the past alive and encourage children to investigate and develop their skills of enquiry.

### At Crossdale, we aim to:

- Foster in children an interest in the past, developing their historical vocabulary to enable them to discuss and interpret events from the past
- Enable children to know about significant events in British & World history and to appreciate how things have changed over time.
- Develop pupils' understanding of chronology and skills of enquiry and investigation.
- Help children understand society and their place within it, so that they develop a sense of their own cultural heritage and an understanding of history in their locality; including in depth local studies in KS1 & Y5

## Implementation - How will we carry out our vision?

We will implement our vision by teaching through a 'historical lens' and asking questions like an historian; using our what, where, when grids to ensure coverage and progressions for vocabulary, knowledge and skills.

Chronological Understanding: When did this happen/people live? What changed? What came before/after? How long did it take? How would you describe this period? What do we know about this time? What does BC /AD and BCE / CE mean? What were the sequence of key events during this period?

Cause and Consequence: What happened and why? What was the result of the event? Who was affected? What was the impact of the event on others? What was it important? How do key events link? What influenced these events?

Continuity and Change: What has stayed the same and what is different? Tell me how something is different... What other periods of history is that the same as? Is it still like that today and why? Which changes were the most significant? Did it change like this everywhere and for everyone?

Similarities and Differences: What is the same and what is different? Who would this have been different for? Was this the same for everyone? Which groups was this different for? Why do people believe there was this difference? Can you give an example to support your thinking?

Historical Significance: What happened? Why was it important? Who was an important person and why were they important? What did the person do that was important? What changed as a result of the important event? How did life change forever following this?

Communicate historically: Using historical language and vocabulary, explain and discuss what you have found out about. How do we evaluate the evidence?

### Planning:

- All planning should be on the Crossdale Topic planning format and is driven by a '**big idea**'. Skills, knowledge and vocabulary are clearly identified, and lesson planning is supported by the use of key historical questions with opportunities for spaced retrieval practice.
- **Knowledge organisers** support teaching and learning and are similarly structured around the subject driver 'big idea' and key historical questions that the children should be able to answer by the end of the unit.
- Clear learning objectives, outcomes, skills and questions are identified. The historical lens for each lesson should be identified along with any questions that probe that lens (using supporting progression grids).
- A topic cover page should be stuck in books at the start of the topic and show the topic title, relevant image and have a small space for a short cold task which allows pupils to show prior learning (see WAGOLL below).
- All planning should be uploaded onto All Staff at the start of every half term.
- A cross-curricular approach to planning topic with clear skills and knowledge taught, detailed and in line with the '*Thinking like a Historian; what, where, when*' document.
- Four pieces of formal written work should be planned every topic (two to be completed in English sessions) to ensure that children are given the chance to embed their knowledge and apply their English skills.
- Enrichment opportunities to promote cultural capital and British Values should be carefully planned and implemented through hooks for the start of the topic, trips, visitors and links with the local community.
- **Hot tasks** are used at the end of a unit to assess what the children know and have remembered. These can be presented in a number of ways depending on the topic; collages, written work, fact files, own created Knowledge Organisers, PowerPoints, recorded presentations etc.

### Inclusion:

All children have access to the same curriculum entitlement. Support is given in order to ensure that any barriers to learning such as EAL or SEND are overcome meaning that all children can take part fully in all lessons.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

### Impact - How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- **Spaced retrieval** activities embedded into planning and practise (including low stakes quizzes).
- **Knowledge organiser** based cold and hot tasks at the start and end of each topic to assess what knowledge has been remembered and what skills have been mastered.

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny & book dips to evaluate the impact of the big idea and key questions
- Pupil Interviews/Learning Walks; assess impact of spaced retrieval, what is known & remembered?
- External & internal moderation for QA & to share best practise.
- SIL & Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources; storage & management. All of the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

## Historical Enquiry

(Excellent historians ask questions about the past and know how to investigate them)

### Knowledge and Understanding

(Historians develop a knowledge and understanding of key people, events and processes related to the particular questions they have asked and based on the types of source material they have explored.  
New knowledge and understanding helps them ask new questions about the past.

#### Substantive Historical Knowledge

(The who, what, when, where and how much of history)

#### Topic Specific Vocabulary

(The language and terminology of history)

### Second Order Concepts of History

(Historians choose to ask questions through different lenses which inform understanding)

#### Cause & Consequence

Questions about why things happened and their results

#### Change & Continuity

within and between periods of history

Questions about developments overtime within and between periods of history

#### Similarity & Difference

for people within a period of history

Questions about the different experiences of groups or individuals within a period of history

#### Historical Significance

Questions about how events or people brought about significant change

### Chronological Understanding

of different periods of history and within a period of history

### Investigation

(Historians seek relevant material to help develop their knowledge and understanding of the specific questions they have asked)

#### Historical Evidence

Historians use and critically engage with sources of information so that they become evidence for the specific enquiry

#### Historical Interpretations

Historians use and critically engage with a range of historical interpretations relevant to their enquiry

























#### Substantive Historical Concepts

Concepts such power, conflict, invasion, freedom, etc that can have different meanings within different historical contexts and also non-historical contexts



# History Overview

Dark purple indicates history is the topic driver.

	Autumn Term		Spring Term		Summer Term	
EYFS	<b>All about Me</b> 	<b>Celebrations</b> 	<b>People Who Help Us</b> 	<b>Growing</b> 	<b>Habitats</b> 	<b>Under the Sea</b> 
Year 1 & 2 A	<b>The Battle of Hastings</b> 			<b>Florence Nightingale</b> 		<b>Captain Cook</b> 
Year 1 & 2 B		<b>The Great Fire of London</b> 			<b>Seaside Holidays</b> 	<b>Out and About in Keyworth</b> 
Year 3	<b>Scrum (James Lind)</b> 		<b>The Greeks</b> 		<b>Stone Age – Iron Age</b> 	
Year 4	<b>The Haudenosaunee</b> 		<b>The Celts &amp; the Romans</b> 		<b>The Dark Ages?</b> 	
Year 5	<b>Coal Mining</b> 	<b>Keyworth &amp; WWI</b> 	<b>The Egyptians</b> 		<b>The Tudors</b> 	
Year 6	<b>WWII</b> 	<b>The Maya</b> 	<b>Great Explorers</b> 	<b>Great Explorers</b> 		

# The 'Big Ideas' & enquiry questions.

	Autumn Term		Spring Term		Summer Term	
EYFS	<b>All about Me</b>	<b>Celebrations</b>	<b>People Who Help us</b>	<b>Growing</b>		
	<i>How has life changed for my family over time?</i>	<i>Why do we remember Guy Fawkes? How have Christmas celebrations changed over time?</i>	<i>How have changed over the years?</i>	<i>What does a timeline of my life look like?</i>		
Year 1 & 2 A	<b>The Battle of Hastings</b>			<b>Florence Nightingale</b>		<b>Captain Cook</b>
	<i>What happened in 1066?</i>			<i>Who was Florence Nightingale &amp; why do we remember her?</i>		<i>Who was Captain Cook?</i>  RS: Y1 – The Greatest Explorers
Year 1 & 2 B		<b>The Great Fire of London</b>			<b>Seaside Holidays</b>	<b>Out and About in Keyworth</b>
		<i>What happened in 1666?</i>  RS – Y2 – Bonfire Night & The Great Fire			<i>How have holidays changed over time?</i>  RS: Y1 – My Family History & Y2 Holidays	<i>What is our village like and how has it changed?</i>  RS: Y1 – My Family History
Year 3	<b>Scrum</b>		<b>The Greeks</b>		<b>Stone Age-Iron Age</b>	
	<i>Who was James Lind?</i>		<i>What did the Greeks do for us?</i>  RS: Y6 – The Ancient Greeks		<i>How did the people of Britain develop from Stone Age to Iron Age?</i> RS: Y3 – The Stone Age & the bronze 7 iron age	
Year 4	<b>The Haudenosaunee</b>		<b>The Celts &amp; The Romans</b>		<b>The Dark Ages?</b>	
	<i>Who were the Native Americans?</i>		<i>How did the Romans change Britain?</i> RS: Y4 – I am Warrior		<i>Was the Anglo-Saxon period really a dark age?</i> RS: Y5 – The Anglo Saxons & the Vikings	
Year 5	<b>Coal Mining</b>	<b>Keyworth &amp; WWI</b>	<b>The Egyptians</b>		<b>The Tudors</b>	
	<i>Why was mining important to our local area?</i>  RS: Y3 Local History	<i>How did WWI impact our locality?</i>  RS: Y3 Local History & RS: Y6 – The impact of war	<i>What did we learn from the Egyptians?</i>  RS: Y4 – The Ancient Egyptians		<i>How has crime and punishment changed since the Tudors?</i>  RS: Y4 – Crime and Punishment	
Year 6	<b>WWII</b>	<b>The Maya</b>		<b>Great Explorers</b>		
	<i>How did WWII impact Britain?</i> RS: Y6 – The impact of war	<i>Why should we remember the Maya?</i> RS: Y6 – The Maya Civilisation		<i>Who were the great explorers?</i>  RS: Y5 – Journeys		

**Thinking like a historian.** As historians, children will be taught to use the language and terminology of history and how we interpret evidence and accounts of people, societies and events from the past.

Teaching children to think like a historian requires creating a **historical lens** by teaching all of these concepts within a unit.

What we teach, where we teach it and when we teach it? (**skills**, vocabulary & knowledge and **topic**).

Vocabulary and Lens Strand Progression							
Historical Lens	R	1	2	3	4	5	6
<b>Cause and Consequence</b>  Why people did things Why did an event happen? What happened as a result? Why did it happen? What was the result? Who was affected? What was the impact of the event on others? Why was it important? How do key events link? What influenced these events?	Describe important events in their lives.  <b>GROWING &amp; ALL ABOUT ME</b>	Describe important events in the school's history. Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.  <b>KEYWORD</b>	Describe, in simple terms, the importance of local events, people and places. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.  <b>KEYWORD</b>	Analyse a range of historical information to explain how a national or international event has impacted the locality. 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>STONE AGE-IRON AGE</b>	Describe and explain the impact of a past society on a local settlement or community. A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.  <b>THE HAUDENOSAUNEE</b>  <b>THE CELTS &amp; THE ROMANS</b>	Investigate evidence of invasion and settlement in the locality. Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	Present an in-depth study of a local town or city, suggesting how to source the required information. 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>A CHILD'S WAR</b>

<p><b>Cause and Consequence</b></p>	<p>Begin to learn about key events from their own past. To talk about themselves, their family and Christmas celebrations have changed over time.</p> <p>CELEBRATIONS, ALL ABOUT ME</p>	<p>Describe an aspect of everyday life within living memory.</p> <p>Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p>SEASIDE HOLIDAYS KEYWORD WILLIAM the CONQUEROR FLORENCE</p>	<p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p>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.</p> <p>SEASIDE HOLIDAYS KEYWORD WILLIAM the CONQUEROR FLORENCE</p>	<p>Describe the everyday lives of people from past historical periods. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>STONE AGE-IRON AGE</p>	<p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <p>THE CELTS &amp; THE ROMANS</p>	<p>Explain how everyday life changed for people after invasion. Keyworth was changed by an invasion (WW1) in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.</p> <p>KEYWORD AND WWI</p>	<p>Evaluate the human impact of war or conflict on the everyday life of a past or ancient society. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.</p> <p>WWII</p>
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## Cause and Consequence

Begin to learn about key events from the past.

To listen to stories from the past, e.g., Guy Fawkes

CELEBRATIONS.

**Describe a significant historical event in British history. Significant historical events include those that cause great change for large numbers of people.**

Significant historical events include those that cause great change for large numbers of people. Important individual achievements include great discoveries and actions that have helped many people. Examples include Florence Nightingale's improvements in hygiene and hospital care and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth.

SEASIDE HOLIDAYS  
FLORENCE  
GREAT FIRE  
CAPTAIN COOK  
CASTLES

**Describe and explain the importance of an individual's achievements.**

Important individual achievements include great discoveries and actions that have helped many people. Examples include Florence Nightingale's improvements in hygiene and hospital care and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth.

SEASIDE HOLIDAYS  
FLORENCE  
GREAT FIRE  
CAPTAIN COOK  
CASTLES

**Describe how a significant event or person in British history changed or influenced how people live today.**

Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.

SCRUM

ROCKS RELICS &  
RUMBLES

**Describe a series of significant events, linked by a common theme, that show changes over time in Britain.** Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.

THE CELTS & THE ROMANS

**Explain the cause, consequence and impact of invasion and settlement in Britain.** 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.

THE DARK AGES?

**Create an in-depth study of an aspect of British history beyond 1066.** 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.

KEYWORD AND WWII

COAL MINING

**Debate the significance of a historical person, event, discovery or invention in British history.** Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

WII

Historical Lens	R	1	2	3	4	5	6
<b>Cause and Consequence</b>		<p>Describe the hierarchy of a past society.</p> <p>A monarch is a king or queen who rules a country.</p> <p>William the Conqueror</p> <p>The Great Fire (King James)</p> <p>London: The Queen</p> <p>London: The Queen.</p>	<p>Describe the hierarchy of a past society. Hierarchy is a way of organising people according to how important they are or were.</p> <p>Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p> <p>William the Conqueror</p> <p>The Great Fire (King James)</p> <p>London: The Queen</p>	<p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle.</p> <p>Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <p>STONE AGE-IRON AGE</p>	<p>Describe the hierarchy and different roles in ancient civilisations. Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>THE CELTS &amp; THE ROMANS</p> <p>Describe the significance and impact of power struggles on Anglo-Saxon Britain.</p> <p>The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>THE DARK AGES?</p>	<p>Describe and explain the significance of a leader or monarch. 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</p> <p>THE TUDORS</p>	<p>Describe and explain the significance of a leader or monarch. 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.</p> <p>WWII</p>

Historical Lens	R	1	2	3	4	5	6
<b>Cause and Consequence</b>				<p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. 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. .</p> <p>STONE AGE-IRON AGE</p>	<p>Explain the cause and consequence of invasion and migration by the Romans into Britain. 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.</p> <p>THE CELTS &amp; THE ROMANS</p>		<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, government, 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 be seen in society today.</p> <p>THE MAYA</p>

Historical Lens	R	1	2	3	4	5	6
<b>Cause and Consequence</b>				<p>Describe the achievements and influence of the ancient Greeks on the wider world. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.</p> <p>THE GREEKS</p> <p>STONE AGE-IRON AGE</p>	<p>Describe the significance and impact of power struggles on Britain.</p> <p>The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>THE CELTS &amp; THE ROMANS</p> <p>THE HAUDENOSAUNEE</p> <p>THE DARK AGES?</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>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.</p> <p>THE EGYPTIANS</p>	<p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>WWII</p>
<b>Cause and Consequence</b>				<p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, writing of Shakespeare and the Industrial Revolution</p> <p>THE GREEKS</p> <p>STONE AGE-IRON AGE</p>	<p>Construct a narrative of a past civilisation, focusing on their features and achievements. The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p>		<p>Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>A great 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.</p> <p>GREAT EXPLOERES</p>

					<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). 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.</p> <p>THE CELTS &amp; THE ROMANS</p>	<p>Study a feature of a past civilisation or society. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>THE EGYPTIANS</p>	<p>Describe some of the greatest achievements of mankind and explain why they are important. A great 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.</p> <p>GREAT EXPLORERS</p> <p>THE MAYA</p>
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## Progression Map for Second Order Concepts of History: Cause and Consequence

**Key Questions:** Why did that happen? What was the result of that happening?

	EYFS	KS1	Y3/4	Y5/6
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>Question why things happen and give explanations</li> <li>Begin to identify what made something happen</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise that significant events happened because of a cause</li> <li>Begin to understand that aspects of life changed following an event</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions understand why people may have had to do something</li> <li>Look for links and effects in time studied offer a reasonable explanation for some events</li> <li>Address and devise historical questions about cause</li> <li>Comment on the importance of cause and effects for some key events.</li> </ul>	<ul style="list-style-type: none"> <li>Examine causes and results of great events and the impact on people</li> <li>Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied</li> <li>Short and long term causes of events identified and explained</li> </ul>
<b>Possible Questions</b>	<ul style="list-style-type: none"> <li>What happened? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Why people did things</li> <li>Why did an event happen?</li> <li>What happened as a result?</li> </ul>	<ul style="list-style-type: none"> <li>Why did it happen?</li> <li>What was the result?</li> <li>Who was affected?</li> <li>What was the impact of the event on others?</li> </ul>	<ul style="list-style-type: none"> <li>Why was it important?</li> <li>How do key events link?</li> <li>What influenced these events?</li> </ul>



## Change and Continuity

What has stayed the same (comparing past periods)?  
Why?

What has changed? Why and how?  
Which changes were most significant?  
Why?

Did it change like this everywhere or for everyone?

Describe changes within living memory (approximately 50 years).

Changes within living memory have happened over the last 50 years and include technology (trains), family, and celebrations (Christmas).

ALL ABOUT ME,  
CELEBRATIONS,  
PEOPLE WHO HELP  
US.

Describe changes within living memory (approximately 100 years).

Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

Seaside Holidays

Keyworth local study

Great fire of London

William the Conqueror

Florence Nightingale.

Describe how an aspect of life has changed over time.

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.

Seaside Holidays

Keyworth local study

Great fire of London

William the Conqueror

Florence Nightingale.

Summarise how an aspect of British or world history has changed over time. Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.

THE GREEKS

Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.

THE DARK AGES? THE  
CELTS & THE ROMANS

Frame historically valid questions about continuity and change and construct informed responses.

Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

COAL MINING

Describe the causes and consequences of a significant event in history. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.

WWII

## Progression Map for Second Order Concepts of History: Continuity and Change Between Periods and Within them

**Key Questions:** What key things changed in this period of history? Is this the same as it was in a different period of history? Is this different to how it was in a different period of history?

	EYFS	KS1	Y3/4	Y5/6
<b>Continuity and change between periods and within them</b>	<p>Can talk about:</p> <ul style="list-style-type: none"> <li>Changes that have happened to themselves</li> </ul>	<p>Can begin to identify</p> <ul style="list-style-type: none"> <li>old and new things in a picture.</li> <li>what was different and what was the same when their parents and grandparents were children</li> </ul>	<p>Can identify between and within periods:</p> <ul style="list-style-type: none"> <li>Things that stayed the same</li> <li>Things that changed</li> </ul> <p>Make links between events over time. Begin to note the similarities and differences:</p> <ul style="list-style-type: none"> <li>within current period of history being studied</li> <li>when current period of history being studied is compared to previous periods that have been studied</li> </ul>	<p>Can identify and explain within and between periods of history</p> <ul style="list-style-type: none"> <li>key changes</li> <li>similarities</li> <li>why certain changes were important</li> <li>any subtle differences between similarities</li> <li>how changes may have been different in different places during the same period of history</li> </ul>
<b>Possible Questions</b>	<ul style="list-style-type: none"> <li>What has stayed the same?</li> <li>What is different?</li> </ul>	<p>What has stayed the same? Why?</p> <p>What has changed? Give an example (tell me how)?</p> <p>Is it still like that today?</p>	<p>What has stayed the same (comparing past periods)? Why?</p> <p>What has changed? Why and how?</p> <p>What other period of history is that the same as?</p> <p>What other period of history is that different to?</p> <p>Is it still like that today? Why?</p>	<p>What has stayed the same (comparing past periods)? Why?</p> <p>What has changed? Why and how?</p> <p>Which changes were most significant? Why?</p> <p>Did it change like this everywhere or for everyone?</p>

Historical Lens	R	1	2	3	4	5	6
<b>Similarity and Difference</b>	<p>Identify similarities and differences between ways of life within living memory. Begin to identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>ALL ABOUT ME, CELEBRATIONS, PEOPLE WHO HELP US.</p>	<p>Identify similarities and differences between ways of life within living memory. Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Seaside Holidays</p> <p>Keyworth local study</p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale</p>	<p>Describe what it was like to live in a different period.</p> <p>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>Seaside Holidays</p> <p>Keyworth local study</p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale</p>	<p>Explain the similarities and differences between two periods of history. Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p> <p>STONE AGE-IRON AGE</p>	<p>Compare and contrast two civilisations.</p> <p>To know the characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>THE HAUDENOSAUNEE</p> <p>THE CELTS &amp; THE ROMANS</p> <p>THE DARK AGES?</p>	<p>Compare and contrast an aspect of history across two or more periods studied. Aspects of history that can be compared and contrasted include rulers and monarchs (Queen Victoria vs Queen Elizabeth), everyday life (coal miner), homes (cities, towns and villages) and work, technology and innovation.</p> <p>COAL MINING</p> <p>THE TUDORS</p>	<p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. 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.</p> <p>THE MAYA</p>
<b>Historical Significance</b> <p>Why was this person important? Explain what this person did that was important?</p> <p>What impact did this person have on events or people?</p> <p>What impact did this event (or period of history) have on events or people? How did life change following this?</p>	<p>Describe historical events. To know what happened on 5<sup>th</sup> November and why we celebrate Easter and Christmas.</p> <p>Begin to learn about key events from the past. To listen to stories from the past, e.g. Guy Fawkes</p> <p>CELEBRATIONS</p>	<p>Describe historical events. Identify some key features of a significant historical event beyond living memory.</p> <p>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 events.</p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale.</p>	<p>Explain why an event from the past is significant.</p> <p>Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale.</p>	<p>Explain the cause and effect of a significant historical event. 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.</p> <p>ROCKS &amp; RUMBLES</p> <p>THE GREEKS</p> <p>STONE AGE-IRON AGE</p>	<p>Explain in detail the multiple causes and effects of a significant historical event. 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.</p> <p>THE HAUDENOSAUNEE</p>	<p>Explain why an aspect of world history is significant. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>THE EGYPTIANS</p> <p>THE TUDORS</p>	<p>Present a detailed historical narrative about a significant global event. Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p>GREAT EXPLORERS</p>

<b>Historical Significance</b>	Describe historical events. To know what happened on 5 <sup>th</sup> November and why we celebrate Easter and Christmas.	Explain why a significant individual is important. Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.	Describe the impact of a significant historical individual.  The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them. People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.	Construct a profile of a significant leader using a range of historical sources. 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.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
	Begin to learn about key events from the past. To listen to stories from the past, e.g. Guy Fawkes  CELEBRATIONS	Castles  Kings and Queens.  Captain Cook.  Florence Nightingale	Castles, Kings and Queens., Captain Cook	SCRUM, THE GREEKS	THE CELTS & THE ROMANS  THE HAUDENOSAUNEE  THE DARK AGES?	THE EGYPTIANS	GREAT EXPLORERS, IDENTITY

## Progression Map for Second Order Concepts of History: Historical Significance

**Key Questions:** What changed as a result of this? Why was this person important/significant? Why was this event important/significant?

	EYFS	KS1	Y3/4	Y5/6
<b>Historical Significance</b>	Recognise and describe a special object.  Recognise and describe a special time or event in their life (self, family or friends).	Talk about who or what was important (eg in simple historical account).  Talk about why they (who or what) were important and what changed/happened.	Identify historically significant people and events from a period of history and what they did/happened.  Begin to identify why what they did (or what happened) was important and how it changed things for people.	Identify historically significant people and events from a period of history. Explain why they were significant.  Describe and explain why what they did (or what happened) was important and how it changed things for people.
<b>Possible Questions</b>	Tell me why that is special?  Tell me what happened.	Who was an important person? What did this person do? What important thing happened? What changed after this?	Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?	Why was this person important? Explain what this person did that was important? What impact did this person have on events or people? What impact did this event (or period of history) have on events or people? How did life change following this?

Historical Lens	R	1	2	3	4	5	6
<b>Chronology and Understanding</b>  When did it happen? How long did it take? How do we know? How can we tell an object is from the past? How would you describe a period? What do we know about this time? What does AC/BC mean? How long ago did this event take place? How was life different/same then? What the sequence of key events during this period?	Children can talk about events in their own life.  ALL ABOUT ME	Order information on a timeline. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.  Seaside Holidays Keyworth local study Great fire of London William the Conqueror Florence Nightingale.	Sequence details about an event beyond living memory in chronological order. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. 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. Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.  Seaside Holidays Keyworth local study Great fire of London, William the Conqueror ,Florence Nightingale.	Sequence dates and information from several historical periods on a timeline. 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 0 AD marks the birth of Christ in the Gregorian calendar.  THE GREEKS  STONE AGE-IRON AGE	Sequence significant dates about events within a historical time period on historical timelines. 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.  THE CELTS & THE ROMANS  THE DARK AGES?	Sequence, and make connections between, periods of world history on a timeline. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.  THE EGYPTIANS	Articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.  WWII



## Progression Map for Second Order Concepts of History: Chronological Understanding

**Key Questions:** When did it happen? How long did it take? Which period of history did this come after? Which period(s) of history came before?

	EYFS	KS1	Y3/4	Y5/6
Chronological Understanding	<p>To place events (pictures or text) in order.</p> <p>To place numbers in order</p> <p>To use words that indicate past</p> <p>To identify how they have changed</p> <p>To identify things that are from the past/old</p> <p>Start to use words and phrases such as before, after, past, present, then and now.</p>	<p>Use words and phrases relevant to the past; old, new, a long time ago.</p> <p>Recognise that some objects belong in the past.</p> <p>Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory.</p> <p>Use words and phrases such as before, after, past, present, then and now.</p> <p>Understand where people and events fit within a chronological timeline.</p> <p>Sequence photographs and objects on a timeline.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Use words and phrases related to a specific period.</p> <p>Understand more complex terms eg BC/AD.</p> <p>Put events, places and people on a timeline (matching dates)</p> <p>Use mathematical knowledge to work out how long ago events took place.</p> <p>Identify some main events from a period of history (add some relevant detail about them) and order them</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order a greater number of significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history and place them in the correct order.</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened.</p>
Possible Questions	<p>What came before/after?</p> <p>How have you changed?</p>	<p>When did it happen?</p> <p>How long did it take?</p> <p>How do we know?</p> <p>How can we tell an object is from the past?</p>	<p>How would you describe a period?</p> <p>What do we know about this time?</p> <p>What does AC/BC mean?</p>	<p>How long ago did this event take place?</p> <p>How was life different/same then?</p> <p>What the sequence of key events during this period?</p>

Historical Lens	R	1	2	3	4	5	6
<b>Investigation</b>	Use common words and phrases relating to the passing of time (before, after, yesterday, last week, and a long time ago).	<p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p><i>See knowledge organisers for topic related vocabulary.</i></p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale</p> <p>Seaside Holidays</p> <p>Captain Cook</p> <p>Keyworth local study.</p>	<p>Use the historical terms year, decade and century. A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p><i>See knowledge organisers for topic related vocabulary.</i></p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale</p> <p>Seaside Holidays</p> <p>Captain Cook</p> <p>Keyworth local study.</p>	<p>Use historical terms to describe different periods of time. Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p> <p><i>See knowledge organisers for topic related vocabulary.</i></p> <p>SCRUM</p> <p>THE GREEKS</p> <p>STONE AGE-IRON AGE</p>	<p>Use more complex historical terms to explain and present historical information. Historical terms include abstract nouns, such as invasion and monarchy.</p> <p><i>See knowledge organisers for topic related vocabulary.</i></p> <p>THE CELTS &amp; THE ROMANS</p> <p>THE DARK AGES?</p>	<p>Articulate and organise important information and detailed historical accounts using topic-related vocabulary. Historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p><i>See knowledge organisers for topic related vocabulary.</i></p> <p>FROM FARM TO FORK</p>	<p>Use abstract terms to express historical ideas and information. Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p><i>See knowledge organisers for topic related vocabulary.</i></p> <p>THE MAYA</p>

Historical Lens	R	1	2	3	4	5	6
<b>Historical Evidence</b>  Use All About Me books to share events, objects, people and places from their own lives and describe things that have happened in the past.	Recognise and describe special objects.  Use All About Me books to share events, objects, people and places from their own lives and describe things that have happened in the past.	Use a range of historical artefacts to find out about the past. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.  Seasides  Keyworth local study  Great fire of London  William the Conqueror  Florence Nightingale.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.  Seasides  Keyworth local study  Great fire of London  William the Conqueror  Florence Nightingale	Make deductions and draw conclusions about the reliability of a historical source or material. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.  THE GREEKS  ROCKS, RELICS & RUMBLES  STONE AGE-IRON AGE	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.  THE CELTS & THE ROMANS  THE DARK AGES?	Identify bias in historical source materials. Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information based on the Victorian poor. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.  COAL MINING  KEYWORTH AND WWI  THE TUDORS	Ask perceptive questions to help evaluate a historical source. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'  ALL UNITS

<b>Historical Interpretations</b>	<p>Listen to stories, share pictures and use role play to develop their understanding of the passing of time.</p> <p>Stories, pictures and role play are used to help children learn about the past, understand key events in their own lives and those of their family.</p>	<p>Create stories, pictures and role play about historical events, people and periods.</p> <p>Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures</p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale</p> <p>Seaside Holidays</p> <p>Captain Cook</p> <p>Keyworth local study.</p>	<p>Present historical information in a simple non-chronological report, fact file, story or biography.</p> <p>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.</p> <p>Great fire of London</p> <p>William the Conqueror</p> <p>Florence Nightingale</p> <p>Seaside Holidays</p> <p>Captain Cook</p> <p>Keyworth local study.</p>	<p>Make choices about the best way to present historical accounts and information. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p>THE GREEKS</p> <p>STONE AGE-IRON AGE</p>	<p>Present a thoughtful selection of relevant information in a historical report or in-depth study. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>THE CELTS &amp; THE ROMANS</p> <p>THE DARK AGES?</p> <p>THE HAUDENOSAUNEE</p>	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. 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.</p> <p>THE EGYPTIANS</p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>GREAT EXPLORERS</p>
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## Progression Map for Second Order Concepts of History: Historical Interpretations and Historical Evidence

**Key Questions:** What is the evidence? How do people know this? What can this source tell me? Can I trust this source?  
What did this person think? Why did this person think like that? Why does that person see it differently?

	EYFS	KS1	Y3/4	Y5/6
<b>Historical Interpretations</b>	<p>Understand people have had different experiences</p> <p>Understand people have different things.</p> <p>Understand people might like different things.</p>	<p>Identify different ways in which the past is represented.</p> <p>Identify that two people could explain something differently or retell a story in a different way.</p>	<p>Understand that different versions of the past may exist.</p> <p>Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.</p>	<p>Understand that different versions of the past may exist and give reasons why.</p> <p>Compare accounts of events from different sources.</p> <p>Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.</p> <p>Make connections between different sources of evidence and identify the different interpretations.</p> <p>Understand the importance of checking the accuracy of interpretations/evidence</p>
<b>Historical Evidence</b>	<p>Sort some objects into new and old</p>	<p>begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects)</p> <p>describe similarities and differences between artefacts</p> <p>sort some objects/artefacts between then and now</p> <p>look at pictures and photos to identify things from the past</p>	<p>Identify different sources that have given them information about the period they are studying.</p> <p>Identify if a piece of evidence is first-hand or someone's view.</p> <p>Identify details in pictures and artefacts.</p> <p>Use evidence from a source to answer a question or support and answer</p>	<p>Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making</p> <p>Select relevant sections of historical information to answer a question/enquiry</p>



## Theme, National Curriculum Coverage for History & Substantive Concepts

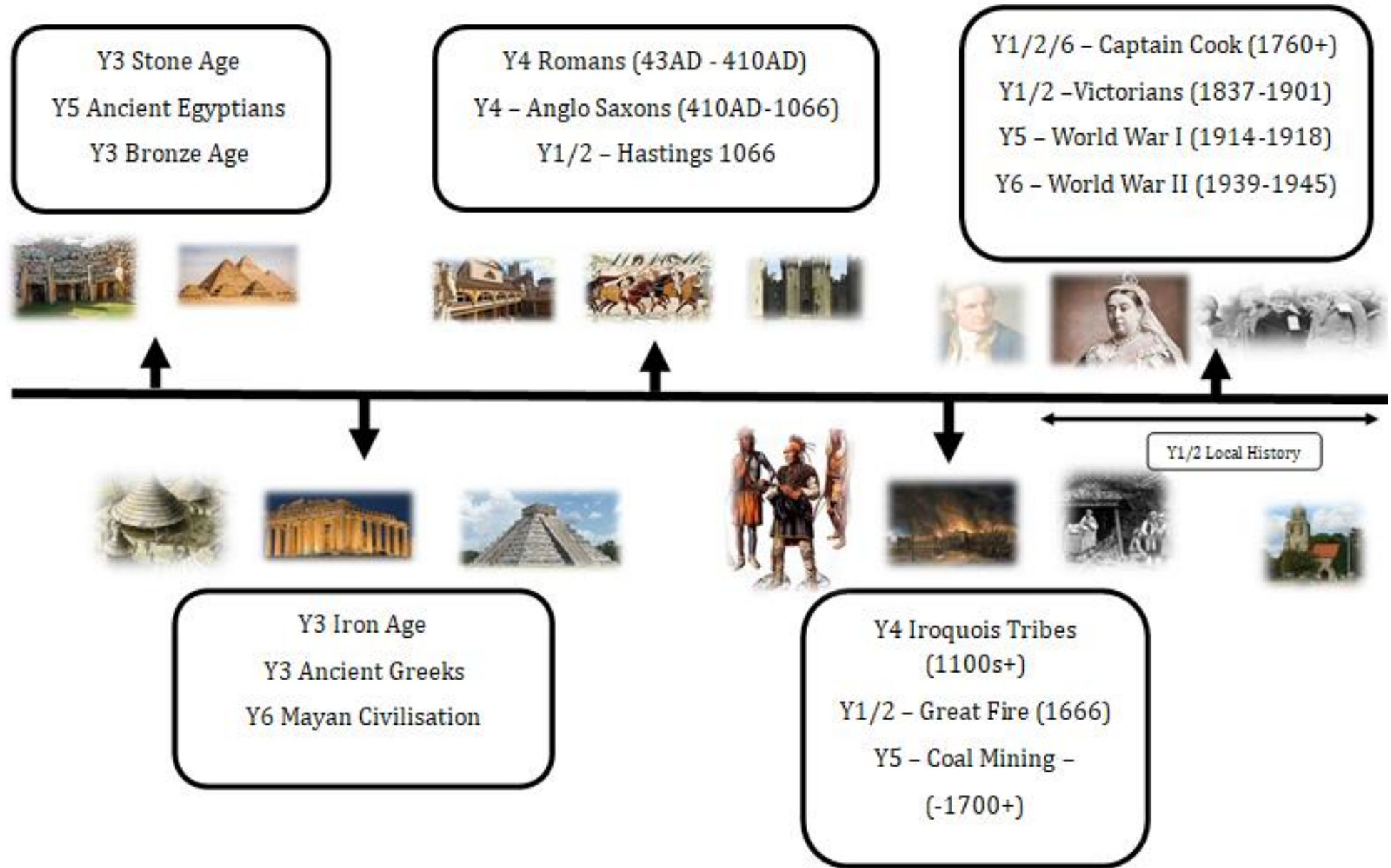
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One & Two A	<b>Everyday Life &amp; Military</b> <b><u>The Battle of Hastings</u></b> What were castles like?  Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.  <b>Queen, King, monarchy, war, battle, invasion, enemy, conquest, peasant, noble</b>			<b>Everyday Life, Significant person, medicine</b> <b><u>Florence Nightingale</u></b> Why do we remember Florence Nightingale? Learn about events beyond living memory that are significant nationally or globally. Learn about 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.  <b>Discovery, journey</b>		<b>Significant person, political</b>  <b><u>Captain Cook</u></b> Where did Captain Cook go? Learn about events beyond living memory that are significant nationally or globally. Learn about 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.  <b>voyage, discovery, empire, native, Navy, indigenous</b>
Year One & Two B		<b>Everyday Life</b> <b><u>The Great Fire of London</u></b> What happened in 1666? Learn about events beyond living memory that are significant nationally or globally. Learn about 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.  <b>Monarch, peasant, city, merchant</b>			<b>Leisure, technology</b> <b><u>Seaside Holidays</u></b> What were seaside holidays like in the past? Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant  <b>Monarch, journey</b>	<b>Economic, everyday life</b>  <b><u>Out and about in Keyworth</u></b> What is my village like? How has it changed? Learn about significant historical events, people and places in their own locality.  <b>Settlements, local, people, border, village, county</b>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three	<b>Significant person, medicine</b> <b><u>Scrumdiddlyumptious (James Lind)</u></b> <b>Who was James Lind?</b> Learn about 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.  <b>Navy, discovery</b>		<b>Cultural, Political &amp; Leisure</b> <b><u>The Greeks</u></b> How did the Ancient Greeks influence the Western world? Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.  <b>Civilisation, democracy, empire, society, conquest, rules/law , people, discovery</b>		<b>Cultural &amp; Everyday Life</b> <b><u>Stone Age to Iron Age</u></b>  Learn about changes in Britain from the Stone Age to the Iron Age  <b>Society, people, discovery, civilisation, tribe, trade, settlement, land</b>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Four	<b>Cultural &amp; Political</b> <b>The Haudenosaunee</b> <b>Where shall I go and why?</b> Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.  Discovery, settlers, settlement, civilisation, invasion, conquest, freedom, tribe, native, indigenous, trade		<b>Military &amp; Political</b> <b>The Celts &amp; the Romans</b> How did the Romans change Britain and why?  Learn about the Roman Empire and its impact on Britain.  Army, civilisation, conquest, empire, country, military, slave, peasant, hierarchy, settlement, society, people (farmers), war		<b>Monarchs &amp; Cultural</b> <b>The Dark Ages?</b> Was the Anglo-Saxon period really a dark age?  Learn about Britain's settlement by Anglo-Saxons and Scots. Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Army, king, conquest, conflict, border, migration, settlement, peasant, society, county, church, trade	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Five	<b>Cultural &amp; Economic</b> <b>Coal Mining</b>  Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  Discovery, society, people/population, county, Prime Minister, rules/law, politics, war	<b>Military</b>  <b>Keyworth and WWI</b>  Conduct a local history study.  Alliance, army, conflict, border, battle, frontier, military, nation, county, country, nationality, peace, power, war, rules/law, ruler, village, land, enemy, invasion, local	<b>Cultural, political &amp; Leisure</b> <b>The Egyptians</b> Learn about the achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.  Hierarchy, slave, people (farmers), civilisation, rules/law, ruler, nobility, discovery, political, power, country		<b>Monarchs &amp; Crime &amp; Punishment</b> <b>The Tudors</b>  Learn about events beyond living memory that are significant nationally or globally. Learn about 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. King, queen, monarch/y, rules/law, religion, rights, peasants, tax, church, coronation, country, civil war, power	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Six	<b>Military</b> <b>WWII</b>  Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  Alliance, army, country, conflict, border, frontier, invasion, military, nation, land, country, nationality, peace, power, war, rules/law, ruler,	<b>Cultural, Religious &amp; Economic</b> <b>The Maya</b> Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.  Society, hierarchy, monarchy, indigenous/native, trade, people, discovery		<b>Significant Person</b> <b>Great Explorers</b>  Learn about events beyond living memory that are significant nationally or globally. Learn about 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.  Discovery, voyage		

History Substantive Concepts Map	The Battle of Hastings	Florence Nightingale	Captain Cook	The Great Fire of London	Seaside Holidays	Out and About in Keyworth	Scrum	The Greeks	Stone Age- Iron Age	The Haudenosaunee	The Celts & The Romans	The Dark Ages?	Coal Mining & Keyworth and WWI	The Egyptians	The Tudors	WW2	The Maya	Great explorers
	Year 1/2 A			Year 1/2 B			Year 3			Year 4			Year 5			Year 6		
	Aut	Spr	Sum	Aut	Sum 1	Sum 2	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut 1	Aut 2	Spr
Alliance													✓			✓		
Army											✓	✓	✓			✓		
Border						✓						✓	✓			✓		
Battle	✓												✓					
Church												✓			✓			
City				✓														
Civil War															✓			
Civilisation								✓	✓	✓	✓			✓				
Conflict												✓	✓			✓		
Conquest	✓							✓		✓	✓	✓						
Coronation															✓			
County						✓												
Country											✓	✓	✓	✓	✓	✓		
Democracy								✓										
Discovery		✓	✓				✓	✓	✓	✓			✓	✓			✓	✓
Emperor											✓							
Empire			✓					✓										
Enemy	✓												✓					
Freedom										✓								
Frontier													✓			✓		
Hierarchy											✓			✓			✓	
Immigration																		
Indigenous			✓							✓							✓	
Invasion	✓									✓			✓			✓		
Journey		✓			✓													
King	✓														✓			
Land									✓				✓			✓		
Local						✓							✓					

Leaders																		
Merchant				✓														
Military										✓			✓			✓		
Monarch/y				✓	✓										✓		✓	
Nation													✓			✓		
Nationality													✓			✓		
Native			✓							✓							✓	
Navy			✓				✓											
Nobility/noble	✓													✓				
Parliament																		
Peace													✓			✓		
Peasant	✓			✓						✓	✓							
Population/people						✓		✓	✓		✓		✓	✓			✓	
Politics /party													✓	✓				
Power													✓	✓	✓	✓		
Prime Minister													✓					
Queen	✓														✓			
Religion															✓			
Ruler													✓	✓		✓		
Rules/ law							✓						✓	✓	✓	✓		
Settlement/ers						✓		✓	✓	✓	✓							
Slave										✓				✓				
Society							✓			✓	✓		✓		✓		✓	
Tax															✓			
Trade								✓	✓		✓						✓	
Tribe								✓	✓									
Village						✓							✓					
Voyage		✓	✓															✓
War	✓										✓		✓		✓	✓		

## A quick view of History at Crossdale



## Knowledge Organiser Guidance (use A4 format)

Knowledge organisers are a summary of the key facts, the powerful essential knowledge that pupils need to access a unit of work or a curriculum subject. They should be no more than one side of A4 with all the information broken down into easily digestible chunks, in this way they become an effective resource to support teaching and learning.

The knowledge included should be concise and should come back to the big idea and cover all enquiry questions from the unit of work.

- Colour: purple
- 'Big Idea' and subject: at the top
- Vocabulary: in a table on the left with alternating colour rows (child friendly definitions)
- No more than 7-9 labels on diagrams, events on a timeline or locations on a map.
- Use labelled visuals ONLY where it shares knowledge as dual coding (not for design or decoration)
- Use the same diagrams/images on your knowledge organiser as you do in the lessons.
- TABLES predominantly used to show concise sticky knowledge for the unit – they should be quizzable.
- There is not a limit on the boxes used but ensure they are in line and uniform.

***REMEMBER: Knowledge organisers are NOT a curriculum, they only summarise the sticky knowledge that will be revisited again and again throughout a unit.***




# WAGOLL


## A Child's War (WW2)

<b>1934</b> 19th August—Adolf Hitler becomes the leader of Germany.	<b>1939</b> 1st September—The Second World War begins when Germany invades Poland.	<b>1940</b> 8th January—rationing starts. 7th September—The Blitz begins.	<b>1941</b> 10th May—The Blitz ends.	<b>1944</b> 6th June—Allied troops land in Normandy, France to free western Europe from German control (D Day).	<b>1945</b> January—Allied forces begin to free prisoners of war from German concentration camps. 15th August—Japan surrenders. The Second World War ends. 24th October—The United Nations is created to make sure a world war doesn't happen again.	<b>1954</b> 4th July—Rationing ends in Britain.
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Vocabulary	Definition
<b>Allied Powers</b>	Countries (including Britain, France, the Soviet Union and the USA) that united to fight the Axis Powers.
<b>Axis Powers</b>	Countries (including Germany, Italy and Japan) that united to fight against the Allied Powers.
<b>evacuee</b>	A child or vulnerable adult who was sent away from a city to live in the countryside.
<b>civilians</b>	A person who was not in the police or armed forces.
<b>concentration camps</b>	A place where large numbers of people, especially Jews, were held and often killed.
<b>Nazi</b>	A follower of Adolf Hitler, leader of the Nazi party.
<b>invade</b>	To enter or occupy a country by force.
<b>persecute</b>	To treat someone cruelly or unfairly.
<b>rationing</b>	The limited supply of food, clothes and other goods to prevent shortages.
<b>propaganda</b>	Biased news, media and communication, used to influence people's opinions.
<b>surrender</b>	To stop resisting to an enemy (usually used during times of war)
<b>The Blitz</b>	The intense and sudden bombing of British cities.
<b>air raid shelter</b>	Sometimes called 'Anderson shelters' they were made from corrugated steel panels with soil spread over the top. People used them to escape bombs.

Key leaders	
Allied leaders	Axis leaders
<b>Winston Churchill</b> Prime Minister of Great Britain	<b>Adolf Hitler</b> Leader of Germany
<b>Charles de Gaulle</b> President of France	<b>Benito Mussolini</b> Prime Minister of Italy
<b>Joseph Stalin</b> Leader of the Soviet Union	<b>Michinomiya Hirohito</b> Emperor of Japan
<b>Franklin D Roosevelt</b> President of the United States	

Rationing
 <p>During the war, there was a shortage of some foods and rationing was introduced. This meant that each person could only buy a certain amount of each food each week. Everyone was given a ration book to show how much they were allowed to buy each week.</p> <p>Rationed foods included: butter, sugar, milk, cheese and bacon.</p>

Evacuation
 <p>German planes dropped bombs on British cities in an attempt to destroy factories, dockyards and airfields but homes and schools were also hit. The government decided to evacuate children from the cities where they might be in danger to the countryside where they would be safer. They went to live with other families who looked after them until the war ended.</p>

The Blitz
 <p>The Blitz is the name for the bombing of British cities and sirens were sounded to warn people. They used air raid shelters (which were sometimes in their gardens) to escape the bombs.</p>

## Crossdale Unit Planning Overview: History



### Big Idea:

### Notes:

- identify and use LACE for historical sources.
- use timeline guidance and template when planning chronology lessons.

Prior Learning				Misconceptions		
Enquiry question	Retrieval activity	Teacher Input ( <u>direct</u> teaching)	Activities ( <u>modelling</u> and scaffolding)	Key Vocabulary <u>show</u> substantive concepts in blue	Pupil activity / Evidence in books	Historical Lens ( <u>second</u> order concepts)



# The Dark Ages?

The Viking and Anglo Saxon Invasions  
of Britain



What do I already know?



## SEND Provision in History

### Cognition and Learning Needs

- Linking new learning to previous learning, building on existing knowledge from a topic basis (e.g Year 3 topic "Stone Age to Iron Age" builds into the next British period of Year 4 topic "Celts and Romans") as well as building and securing knowledge of key vocabulary / concepts through substantive concepts "golden threads" (Used from Y1 – Y6)
- Breaking new learning down into smaller steps:
  - Throughout the topic as a whole, with EQ referring to specific parts of the KO, creating a theme / focus for each lesson
  - Within each lesson, following the structure for all sessions: Starter, input, practice, apply, review / plenary
- Begin each topic with visit to whole school timeline to review and visualise historical periods
- New vocabulary often introduced by using a noun project image, and continuously pairs with the image throughout topic for improved recall
- Beginning each lesson with a review of previous lesson's learning
- Learning walls / displays with key words and images inc. Substantive concepts
- Support cognitive load by using snippets of the KO within slides, resources and worksheets
- Identify and tackle misconceptions (which are also outline on planning doc) as a whole class to highlight and encourage a better understanding of lesson content
- Range of inclusive activities at use for "practice stage" - reading cards, looking at images, written quizzes read aloud by teacher
- Provide sentence starters and word banks for written response activities
- Model responding to "apply" activity
- Range of inclusive activities for "apply" stage e.g. written, drama (hot seat)

### Communication and Interaction Needs

- Use pupils name before asking a question / giving instructions for tasks to encourage participation
- Use of visual aids (learning wall / display, topic vocabulary on display, re-used noun project images to match vocabulary)
- Use of movement / calming and/or sensory breaks
- Peer working / talking partners
- Link to child's personal interest if applicable
- Use of artefacts to maintain interest and attention and support understanding
- Explain new vocabulary clearly and use the same phrasing (as featured on KO) and same visual aid (noun project image) upon repeated mentions throughout the topic.
- Avoid metaphorical language to avoid confusion / misunderstandings
- Allowance of additional time / complete work with TA at later time to support cognitive load.
- Movement and sensory breaks
- Cater for non-verbal communication by using the child's preferred choice of communication
- Pre-lesson talk with child to prepare for any changes to routine e.g. leaving the classroom setting for learning

### SEMH Needs

- Pre-expose learners to the artefacts (TA support?) so that pupils can focus on the historical questions / thoughts during session
- Engineer success by using the pupil's strengths
- Behaviour – apply specific praise for some individuals
- Create a working classroom environment that is calm and simple
- Prepare for transition and change
- Personalise the child's interests, if applicable
- Adapt the classroom and activities according to individual sensory profile e.g. lower volume on videos or turn lights off where possible etc.
- Provide scaffolding/visuals on worksheets to maintain focus.
- Use learning checklists and timers to support small steps of progress

### Physical and Sensory Needs

- Adaptations made for visually impaired – consider seating plan (closer to board), background choices on slides, text size on resources and slides
- Adaptations for hearing impaired – consider seating plan (closer to board), minimise sound distractions, consider teacher position (not covering mouth for easier lip-reading)
- Shorter phrasing from teacher, with visual supports
- Reduce occasions where child is asked to write and listen at the same time
- Allow use of specialist tech where needed
- Pre-lesson talks – prepare for changes to routine e.g. learning outdoors / different environment (consider seating position / speaking / listening support)

### Sensory Processing

- Make adaptations for slower or under responsive child e.g. sensitive to noise (lower volume on videos – subtitles?), sensitive to touch (variety of ways to play pairs card games which may not include touching)
- Provide planned sensory breaks
- Allow use of objects to support and encourage focus e.g. fiddle toys, chewing
- Pre-lesson talk to prepare for out-of-routine sensory experiences (e.g. touching artefacts – use of TA to show the objects prior to within the lesson)
- Allocated seating – consider placing close to Teacher so that T can easily speak to child 1:1 should child require support/guidance throughout lesson

**NOTE:** Where a pupil has additional funding and a 1:1 TA, follow the child's Individual SEND Support Plan for adaptations and provision details.