



HISTORY


CURRICULUM

Our History Curriculum includes broad historical concepts that are embedded throughout the curriculum so that each one can be encountered multiple times. It also has a clear focus on disciplinary concepts so that pupils learn how to undertake historical enquiry. These components enable pupils to engage meaningfully with the past through their topic knowledge and develop a secure overview of the main developments and periods, in order to make sense of their knowledge.

HISTORICAL CONCEPTS-GENERATIVE KNOWLEDGE			
CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	COMMUNICATION & INVENTION	INVASION & EMPIRE
Chronological knowledge is the specific knowledge of the broad characteristics of historical periods and it supports pupils to build coherent schema for particular topics.	Knowledge of settlements relates to the place where people live or the process of settling in a place. Knowledge of social history relates to social structures and interactions of different groups in society. For example, law and order, religious groups, families.	A focus on the different methods of communication through the ages, as well as other discoveries and inventions that have helped to shape our world and some of the significant individuals associated with this.	Knowledge of invasions of the British Isles that have occurred throughout History. Knowledge of significant rulers and states and the people, practices and rules that they have brought. Understanding of the ways in which this has shaped the world that we live in.

DISCIPLINARY KNOWLEDGE AND HISTORICAL ENQUIRY: How we 'work' and 'think' like an Historian					
CAUSE & CONSEQUENCE	CHANGE & CONTINUITY	SIMILARITY & DIFFERENCE	HISTORICAL SIGNIFICANCE	SOURCES & EVIDENCE	HISTORICAL INTERPRETATION
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant-criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.

History Curriculum Topics of Study and Substantive Concepts

 MARTON MANOR PRIMARY SCHOOL	HISTORICAL CONCEPTS			
	CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	COMMUNICATION & INVENTION	INVASION & EMPIRE
YEAR 1 -My Family History	✓	✓		
YEAR 1 -Kings and Queens	✓	✓		✓
YEAR 1 -Fantastic Flights	✓	✓	✓	
YEAR 2 -Explorers: Cook & Shackleton-Local History Study	✓		✓	✓
YEAR 2 -The Great Fire of London	✓	✓		
YEAR 3 -Stone Age-Iron Age	✓	✓	✓	
YEAR 3 -Ancient Egypt	✓	✓	✓	✓
YEAR 4 -Ancient Greece	✓	✓	✓	✓
YEAR 4 -The Romans in Britain	✓	✓	✓	✓
YEAR 5 -Anglo-Saxons and Scots	✓	✓	✓	✓
YEAR 6 -Local Study: Industrial Middlesbrough	✓		✓	
YEAR 6 -World War 2	✓	✓		✓
YEAR 6 -Ancient Maya	✓	✓	✓	✓

SUBSTANTIVE KNOWLEDGE OVERVIEW

	CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	COMMUNICATION & INVENTION	INVASION & EMPIRE
EYFS-FFH	Sequence events using language relating to time. Know the term past and present and new and old.	Talk about the lives of the people around them and their roles in society.	Talk about toys from their own past compared to the toys they play with now.	
Year 1	<p>1783 – Montgolfier Brother 1903 - The first flight 1961-first human to travel in space in a rocket. 2022-death of Queen Elizabeth II 2023-coronation of King Charles III</p> <p>Place known events in chronological order. Sequence events and recount changes. Use common words and phrases relating to the passing of time.</p>	<p>Know that flight travel in the past was different to how it is now. Recognise similarities and differences between aeroplanes now compared to the first flying machines. Know how their own family has changed within living memory. Know that kings and queens rule over people. Know how the royal family has changed within living memory.</p>	<p>Know about the first hot air balloon flight. Know about the first aeroplane flight and its impact on modern travel. Know that advancements in technology have changed flight travel over time.</p>	<p>Know that King Charles III is the present King. Know that Queen Elizabeth II was the past queen. Know that Prince William will be the future King.</p>
Year 2	<p>1770-first recorded sighting made by Captain James Cook, of the eastern coast of Australia. 1909-Shackleton sets the record for getting the closest to the South Pole. 1666-The Great Fire of London.</p> <p>Describe events from the past, using common words and phrases relating to the passing of time. Sequence events on a timeline.</p>	<p>Know how people in London lived in the 17th century.</p> <p>Know what caused the great fire of London to spread so quickly. Know the steps taken to rebuild London after the Great Fire. Know the first London fire brigade was formed in 1866 as a result of what happened.</p>	<p>Know that James Cook mapped the eastern coast of Australia. Know how the voyages of Cook and Shackleton compared due to advancements in navigation. Know about the establishment of museums, monuments and memorials linked to Captain James Cook within the local area.</p>	<p>Know that Captain James Cook was an explorer. Know that Cook was killed during one of his voyages to Hawaii.</p>
Year 3	<p>15000 – 3000BC Stone Age 3000BC – 800BC Bronze Age 800BC – 43AD Iron Age</p> <p>Use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD. Know the Stone Age is divided into three periods:</p> <ul style="list-style-type: none"> ➤ Palaeolithic 30,000 BC – 10,000 BC ➤ Mesolithic 10,000BC – 8,000BC ➤ Neolithic 8000BC – 3000BC <p>7500BC – 30AD Egyptians</p>	<p>Know some settlements of the Stone Age and Iron Age. Know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm. Know that the first man was known as a hunter gatherer. Know that Stonehenge is thought of as the world's most famous prehistoric monument. Know that the Stone Age people were nomads but then became settlers. Know that ancient civilisations settled near rivers. Know the religion and gods of Ancient Egypt. Know the housing and class system of Ancient Egypt Know death and burial rituals.</p>	<p>Know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter gathers). Know that</p> <p>Know how the Egyptians used the River Nile for their way of life.</p> <p>Know that the ancient Egyptians invented Papyrus. Know that the Sphynx is the oldest known monumental sculpture.</p>	<p>Know that the Iron Age ended in 43AD after the final Roman invasion of Britain.</p> <p>Know that the pharaoh Tutankhamun reigned over Egypt.</p>

SUBSTANTIVE KNOWLEDGE OVERVIEW

	CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	COMMUNICATION & INVENTION	INVASION & EMPIRE
Year 4	<p>776BC – 146BC – Ancient Greece 43AD – 410AD Romans Place and describe some historical periods and eras on a timeline. Use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes. Sequence local, national and international events as well as historical periods. Use dates (BC and AD) and terms accurately in describing events.</p>	<p>Know about gods, goddesses and religious beliefs in ancient Greece. Know about the city states of Sparta and Athens and make comparisons. Know the three main types of government in ancient Greece: monarchy, oligarchy and democracy. Know key aspects of daily life in ancient Greece. Know some settlements of the Romans in Britain e.g. major cities, such as London (Londinium).</p>	<p>Know how modern life has been influenced by the Ancient Greeks. Know that the Olympic games were invented by the Ancient Greeks. Know that democracy was invented by the Ancient Greeks. Know that Hippocrates invented medicines and ideas on the human body that are still used today. Know that during their occupation of Britain the Romans built an extensive network of roads.</p>	<p>Know that the Britain was once part of the Roman Empire. Know that Claudius successfully invaded Britain in 43AD. Know that Julius Caesar invaded Britain twice in 55BC and 54BC. Know the impact Romans had on Britain.</p>
Year 5	<p>43AD – 410AD Romans 449AD – 1066AD Anglo Saxons 793AD – 1066 Vikings Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates (BC and AD) and terms accurately in describing events.</p>	<p>Know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich. Know the rulers of Viking times. Know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on long ships and stole gold and jewels from monks in monasteries. Know that the Vikings landed at Lindesfarne Know many British places were named by the Vikings.</p>	<p>Know that the Anglo-Saxon chronicles tell us about life in Anglo-Saxon Britain. Know that the Vikings invented and used long, swift ships called long ships. Know that the Vikings invented longhouses.</p>	<p>Know about the invasion of the Anglo-Saxons. Know that the Vikings conflicted with the Anglo-Saxons between 793AD to 1066AD for control over Britain. Know that the Vikings travelled from Scandinavia and landed in Lindisfarne. Know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England.</p>
Year 6	<p>1100BC – 1502AD – Mayans 1750AD – 1900AD – Industrial Revolution 1939-19545-Britain at war with Germany-World War II July 1940-October 31st 1940-The Battle of Britain. 1940-The Blitz Identify periods of rapid change in history and contrast them with times of relatively little change. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Know that farming and trade links were established throughout the Maya Region. Know some Mayan gods and sacrifices, food and diet. Know about some Mayan temples and buildings (Chichen Itza). Know about the Mayan number system Know what Mayan people ate and grew. Know about safety measures during the Blitz. Know that children were evacuated during WW2 and the benefits of this. Know why rationing was introduced. Know the effects of the war on the lives of everyday people.</p>	<p>Know key developments and inventions that took place in Middlesbrough during the Industrial revolution. Know the impact that the Industrial Revolution had on the town and the people who lived within in it. Know that the Mayans invented the Mayan writing script. Know that Mayans built pyramids. Know that Mayans carved calendars out of stone.</p>	<p>Know that the first Mayan hunter gatherers settled along the Pacific Coast and then expanded into the central highlands Know that Mayans had kings as rulers. Know how WW2 began and ended Know which countries and world leaders were involved in WW2-axis and allies. Know what happened during the Battle of Britain and its significance to the war.</p>

DISCIPLINARY KNOWLEDGE OVERVIEW

	Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
EYFS	Talk about the lives of the people around them and their roles in society.		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Comment on images of familiar situations in the past.	Use stories/accounts to distinguish between fact/fiction. Look at more than one version of the same event or story in history and identify differences.
Year 1	Recognise some causes to historical events. Identify consequences to historical events.	Recognise some similarities and differences between the past and the present.	Recognise some similarities and differences within technology e.g. aeroplanes flown by Wright Brothers to now.	Recognise why certain individuals e.g. Amelia Earhart are significant in history (achievements and impact).	Look at simple artefacts and pictures to ask questions about the past.	Start to compare two versions of a past event. Explain that there are different types of sources that can be used to help represent the past.
Year 2	Understand that there are reasons why people in the past acted as they did. Identify causes and consequences from the past.	Identify similarities and differences between ways of life in different periods.	Identify similarities and differences between societies e.g. London now and in 1666.	Identify why certain people/events are significant in the wider context of history e.g. Captain James Cook.	Look at a source to find answers to questions about the past. Choose and select evidence (provided) and say how it can be used to find out about the past.	Look at more than two versions of the same event or story in history and identify differences.
Year 3	Find out about the cause of an event. Identify key consequences over a period of time and be able to give reasons for those changes.	Find out about the everyday lives of people compared with our life today.	Find similarities and differences between places e.g. Ancient Egyptian civilisation and Bronze Age Britain.	Find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identify why our interpretations of this time is difficult due to limited primary sources / evidence.	Gather more detail from sources such as maps to build up a clearer picture of the past. Suggest sources of evidence to help answer questions to present findings.	Look at more than two versions of the same event or story in history and identify differences.
Year 4	Explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Explain how people and events in the past have influenced life today.	Explain similarities and differences between an aspect of society e.g. the religious beliefs of the Romans and native Britons.	Explain advancements in technology in Roman Britain.	Devise own questions to find answers about the past. Begin to undertake own research. Compare different accounts of an event and explain why they may differ.	Find and analyse a wide range of evidence about the past. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.

DISCIPLINARY KNOWLEDGE OVERVIEW

	Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Year 5	Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Anglo-Saxon Britain.	Describe the achievements of the Anglo-Saxons and their significance to human development.	Distinguish between a primary and secondary source of information when investigating the past. Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and the impact of this on reliability.
Year 6	Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the period World War II.	Evaluate the achievements of the British and their allies during WWII, as a turning point in British history in the context of then and now.	Use sources of information to form testable hypothesis about the past. Locate and analyse relevant information to justify claims about the past. Investigate own lines of enquiry by posing historically valid questions to answer.	Show an awareness of the concept of propaganda. Know that people in the past represent events or ideas in a way that may be used to persuade others. Begin to evaluate the usefulness of different sources.