



History Curriculum Overview

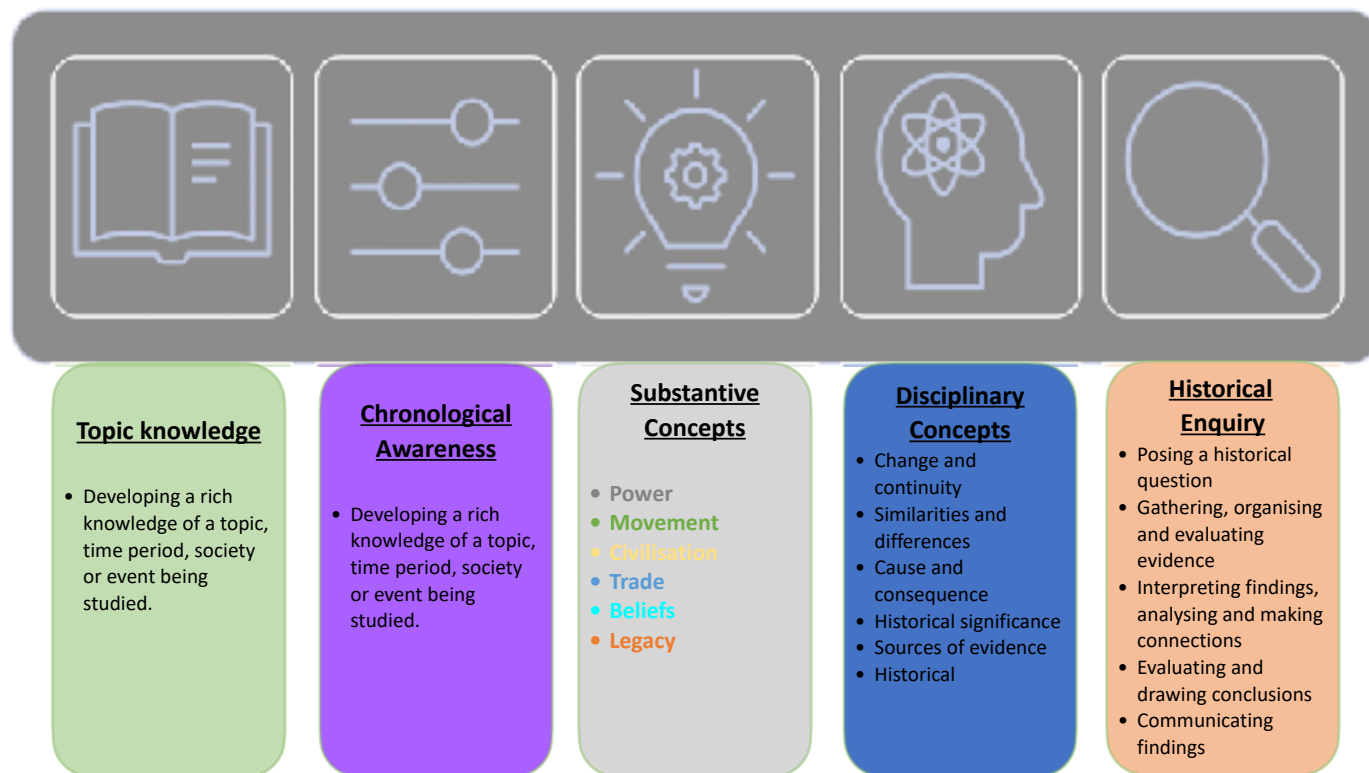


*“A caring community:
Serious about learning.”*

Our Approach

We have used the **Haringey Opening Worlds** curriculum as the main backbone of our cyclical curriculum, which focuses on the 5 aspects below and our pupils revisit the **substantive** and **disciplinary** concepts throughout their time in our school. Each history unit is colour coded to show the **overarching substantive concept** developed within the unit and this can be visually tracked across the scheme of work. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. A range of **significant people** have been identified for pupils to study in each year group to build up their understanding of their impact and influence on society and different periods of history. Year 2 to year 6 has **3 taught units** that are taught as a half termly block with **an hour** each week. In EYFS and Year 1 (up to summer term 2) it is taught through **themed blocks**. In EYFS pupils start from themselves and move to looking at the past through the **Understanding the World** strand of the EYFS framework. EYFS use an **interleaved approach** to ensure our pupils learning is stored in their long term memories and use **solo taxonomy** to pitch learning at personalised starting points.

All **British history** units are taught in **chronological order** to enable children to build up a clear overview of how Britain has changed and why. **Civilizations** are **compared and contrasted** throughout KS2 so pupils learn to understand about the difference between empire and civilization, understanding how the Greek civilization was not an empire, whilst also assessing the **impact of legacy** and that **civilizations overlap**.





Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in history outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding of our 6 identified overarching substantive concepts, which are colour coded below.

By the time a child reaches Y6 we expect them to know:

1. Timelines sequence historical events in a chronological narrative from the earliest time to the present day.
2. Historical sources create a 'picture' of the past and present the viewpoints of the authors.
3. The names of a range of men and women, who have contributed to national and international achievements that have left a legacy.
4. Stone Age /Iron Age tools and other crafts improved aspects of everyday life including farming techniques.
5. Roman ingenuity changed how people lived, including how roads and towns were built.
6. Christianity became the main religion across England during the Anglo-Saxon period.
7. Ancient civilisations, such as the Ancient Egyptians, Ancient Sumer, Shang dynasties, and Indus Valley have left a lasting legacy and influenced the world over the last 5000 years.
8. Ancient Greek achievements have influenced the wider world; e.g. the English alphabet/language, democracy, and significant sporting events/Olympic Games.
9. The First and Second World Wars were crucial turning points in British history and changed the political landscape across Europe.

N	
pre skills	<ul style="list-style-type: none"> * To understand that they are growing and changing over time * To understand that their family is changing over time * Opportunities to look at photos of now and the past
YR	EYFS
Knowledge & Skills	<p>Living memory and beyond - familiar life</p> <ul style="list-style-type: none"> • What am I like now? • What was I like when I was a baby? • What was my teacher like when they were a baby? • (science link) How have toys changed since my teacher was young? • What is my school like now? • What was my school like in the past? • (geography link) What is Peterborough like now? • how is Peterborough changing over time? <p>Significant Individuals - Mary Cassatt</p> <ul style="list-style-type: none"> • Who was Mary Cassatt? • (art link) What did she paint pictures of? • What did mothers and babies look like in the past? • How have mothers and babies changed over time? <p>Living memory and beyond - Jobs</p> <ul style="list-style-type: none"> • What are the police like now? • What were the police like in Victorian times • What are fire fighters like now? • What were fire fighters like in Victorian times? <p>Living memory and beyond - wider world</p> <ul style="list-style-type: none"> • (geography link) What is London like now? • What was London like in Victorian times? • What are people in Australia like now? • (art link) What were the indigenous people of Australia like in the past? <p>Living Memory & beyond - monarchy</p> <ul style="list-style-type: none"> • Start to understand what monarchy is • To name King Charles, Queen Camilla, Queen Elizabeth II, Prince William, Queen Victoria • To understand that different people have been the monarch over time • (RE link) To know some things that the royal family do including their role in the church

key peo ple	<p style="text-align: center;">Mary Cassatt Queen Elizabeth II & King Charles</p>
Voca b	<p>after, before, change, compare, difference, first, indigenous, next, now, past, present, similarity, then, Victorian</p> <p>Buckingham palace, coronation, crown, King, London, monarchy, prince, princess, queen, royal, timeline</p>
CP	<p>Continuous provision opportunities</p> <ul style="list-style-type: none"> • opportunities to look at photos from the past • roleplay / small world experiences of life at different times • opportunities to draw, create, write and represent their thoughts, feelings or opinions about the past

Y1	Year One
Knowledge & Skills	<p>Local Study-Peterborough Past & Present</p> <ul style="list-style-type: none"> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history, The cathedral / Queensgate developments A timeline shows information in chronological order - our own lives (PSHE U1 link) Changes within living memory and beyond (over last 100 years) include houses, transport and workplaces <p>Significant People-Nurses Through Time</p> <ul style="list-style-type: none"> Explain what makes a person significant. Know when the first nurses were introduced as a profession. Explain the changes Florence Nightingale introduced to nursing in world war II. Know that Florence Nightingale continued with her passion for care by setting up a training school for nurses. Explain who Edith Cavell was and how she influenced the nursing world today. Know that historical artifacts are objects that were made and used in the past Stories, pictures and role play are used to learn about the past, understand key events and empathise with historical figures. <p>Beyond Living Memory - Monarchs of the Past</p> <ul style="list-style-type: none"> They learn about different types of castles and how these evolved. Use photographs of castles to find out about the past. Know that people fight battles to take control of a country. Understand that castles were built as fortresses and can explain why this was necessary. Know who William the Conqueror and Edward the Confessor were and why they are important figures in British history. Explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. Explain how uses for castles have changed over time and ways to protect the crown. Stories, pictures and role play are used to learn about the past, understand key events and empathise with historical figures. Know that historical artifacts 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. Trip to Warwick Castle.
Key People	<p style="text-align: center;">Edith Cavell & Florence Nightingale William the Conqueror</p>
Vocabulary	<p>Commemorative, monument, chronological, advance, exploration, artefacts, source, historical figure, technology.</p> <p>Significant, profession, training school, war, influenced, injured, 'Lady of the lamp', care.</p> <p>castle, Medieval, Rebellion, Monarch, Monarchy, conquer, lord, squire, jester, peasant, Motte and Bailey, keep, palisade, ditch, drawbridge, well and scarp.</p>
CP	<p>Continuous provision opportunities</p> <ul style="list-style-type: none"> opportunities to look at photos from the past roleplay / small world experiences of life at different times opportunities to draw, create, write and represent their thoughts, feelings or opinions about the past

Y2	Autumn U2	Spring U4	Summer U6
Knowledge & Skills	<p>Events Beyond Living Memory- The Plague & The Great Fire of London</p> <ul style="list-style-type: none"> Use photographs and illustrations to compare London today with London in 1666. Use maps to explain some of the ways London has changed over time. Know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. Read extracts from Samuel Pepys diary and explain what they tell us about the fire. Distinguish between objects, writing and pictures as historical sources Explain some of the ways in which London was different in 1666 to today and the impact Christopher Wren had on the redevelopment. Explain the key events of the Great Fire of London. Understand some of the factors that made the Great Fire last so long and be so difficult to put out. Know that the Great Fire of London took place in the Stuart period. Place the Great Fire of London on a timeline. Organise dated cards into a timeline of British history 	<p>Local Study-The Tudors in Peterborough</p> <ul style="list-style-type: none"> To understand when Henry VIII lived in relation to other historical figures they have studied To be able to place Henry VIII and his reign on a timeline Understand that Henry VIII started the Church of England and broke away from the Catholic Church To discuss all of Henry's wives and associated children Use a map to discuss the impact Henry had on Peterborough To understand that paintings can be a source of information from the past To know that Catherine of Aragon is buried in Peterborough Cathedral and recall that she gave birth to the first Queen of England. To understand how her divorce from Henry changed his relationship with the Catholic Church. 	<p>Significant People-How have explorers changed the world?</p> <ul style="list-style-type: none"> Finding out about events and people beyond living memory, particularly thinking about explorers and what makes them significant. Creating a timeline and investigating where they explored then comparing explorers. Discussing ways in which these significant people could be remembered. Use simple texts to find out about people who lived a long time ago. Pose simple questions to find out about the past. Compare the lives and legacies of famous historical figures. Know that life was very different in the past to how it is today. Know that people knew less about the world in the past than we know today. Understand that some people's achievements and discoveries can change the world. Distinguish between different periods in time using simple markers, such as inventions. Know that explorers in the past set up trade routes/networks which traded in goods and people. Explain what slavery is.
Key People	Sir Christopher Wren & Samuel Pepys	Henry VIII & Catherine of Aragon	Christopher Columbus, Abu Battuta & Amelia Aearhart
Vocabulary	Century, plague, Stuart, King Charles II, source, Samuel Pepys, Thomas Farriner, monument	Henry VIII, King of England, Reign, chronological chronology, Tudor, Monarch, Catholic Church Pope, Annul, Heir, Catherine of Aragon, Anne Boleyn, Catherine Parr, Jane Seymour, Catherine Howard, Anne of Cleves, Abbey, Abbot, Bishop	Explorer, exploration, New World, century, chronological order, chronology decade, timeline, sequence

Y3	Autumn U1	Spring U3	Summer U5
Knowledge & Skills	<p>Changes in Britain/Local Study-Stone Age to Iron Age</p> <ul style="list-style-type: none"> Explain how archaeologists use artefacts to learn about the past. Explain some of the methods archaeologists use to find out about the past. Understand why Star Carr is an important archaeological site. Use a variety of sources to answer questions about the past. Know what the term 'prehistory' means. Understand that the Stone Age can be split into three different time periods. Describe the main features and developments of each of the eras of prehistory. Place the Stone Age, Bronze Age and Iron Age on a timeline. Know that prehistory spans millions of years. Visit Flag Fen. Understand that communities traded in the prehistoric period over the English Channel. 	<p>Early Civilisations Study-Egyptians U1</p> <ul style="list-style-type: none"> Know where and when the first civilisations appeared. Explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. Make suggestions about what unfamiliar artefacts might have been used for. Understand the significance of the discovery of the Rosetta stone. Generate questions to find the answers to about life in ancient Egypt. Choose an area to research, and use a variety of sources to carry out research. Describe the features of daily life in ancient Egypt. Explain the events surrounding the discovery of Tutankhamen's tomb. Describe ancient Egyptian beliefs in the afterlife. Explain the process of mummification. Describe the difference between ancient and modern periods. Know when the ancient Egyptian civilization was. Sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. Understand that slavery was part of Egyptian culture 	<p>Ancient Greece Study-Ancient Greeks</p> <ul style="list-style-type: none"> Infer information about daily life in ancient Greece by studying ancient Greek artefacts. Identify the difference between primary and secondary sources of information. Use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. Describe some features of each of the periods in the ancient Greek civilization. Know that ancient Greece was made up of independent city states and so was not an empire like the Romans or Britain. Understand that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. Compare and contrast the city states of Athens and Sparta. Name some of the major ancient Greek gods and explain each one's characteristics. Know that the Olympic Games were first held to honor the god Zeus and that the Panathenaic Games were held to honor the goddess Athena. Name some famous ancient Greek philosophers and explain why they are remembered today. Explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. Arrange key civilisations in world history chronologically. Name the periods in the ancient Greek civilisation and order them on a timeline.
Key People	Amesbury Archer & Early man-hunters/gatherers	Tutankhamen, Cleopatra, Hatshepsut, Howard Carter & Lord Carnarvon	Aristotle, Plato and Alexander the Great
Vocabulary	Prehistory, archaeologist, archaeology, Paleolithic, Mesolithic, neolithic, artefact, evidence, fact, historian, source, interpret, proof, primary source, reliable, viewpoint, opinion Stone Age, Bronze Age, Iron Age, metalwork, prehistory, farming, country, community, timeline, settlement, hillfort, hunter-gatherer, weapon, warrior, power, defence, hierarchy	Civilisation, Ancient, modern, Ancient Egypt, before common era, ancient Sumer, architecture, army, belief, conquer, Cleopatra VII, decline, emperor, empire, expansion, fertile crescent, god/ goddess, Howard Carter, King Tutankhamun, Indus Valley, kingdom, invention, irrigation, leadership, monument, numerical system, peasantry, plough, papyrus, pyramid, pharaoh	social structure, society belief, theatre, trade, vote, warfare, city state, collapse, colony, conquer, control, council, councilor, debate, democracy, dynasty, exile, gender, general, government, hierarchy, jury, league, lower class, middle class, monarchy, power, Parthenon, achievement, ancient Greece, Bronze Age, Classical, Dark Age, democracy, education, fashion, ethics, government

Y4	Autumn U1	Spring U3	Summer U5
Knowledge & Skills	<p>The Roman Empire & Impact on Britain: The Roman Invasion & Resistance</p> <ul style="list-style-type: none"> Consider different points of view about historical events. Study different accounts of an historical figure and suggest why they are different. Gather information from books, texts and pictures to find out about aspects of life in Roman Britain. Explain why and how the Romans invaded Britain. Know that Celts were living in Britain at the time of the Roman invasion. Describe what life was like in Celtic Britain. Describe the events surrounding Boudicca's revolt. Understand some of the technological advances that the Romans brought to Britain. Suggest how Britain might be different today if the Romans had never invaded. Explain where the Romans would be on a timeline, drawing on own knowledge of the past. Place the Romans on a timeline. Know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. Understand how slaves were used in the Roman Empire and the expansion of trade in Britain overseas. 	<p>Achievement-Christianity in 3 Empires</p> <ul style="list-style-type: none"> To understand the achievements of early civilisations. To understand how life was for Christians in the Roman Empire. Describe how life changed for Christians. Explain the relationship between the Byzantine Empire and the Roman Empire. To know the impact of Emperor Constantine and the changes he made when ruling the Roman Empire. Know who Justinian was and that he introduced the Justinian code of law. Explore the Aksum empire. Describe what life was like in the Aksum empire. To know the importance of Ezana as the country's first king to embrace Christianity and make it the official religion. Gather information from books, pictures and texts about trade in the Aksum Empire. Explain how Aksum became a Christian state. Know that the Aksum Empire is known as Ethiopia today with Christianity still being one of the main religions. Understand what primary sources are and how these help archaeologists to unpick history. To find out about the Ezana stone, Ezana's stela and other primary sources that show his influence on the Aksum empire 	<p>Non-European Study - Arabia & Early Islam</p> <ul style="list-style-type: none"> To know that the Byzantine empire dominated the mediterranean in 570 and that they controlled all of Greece and Asia Minor, Egypt, Italy, much of Syria and part of Spain. To explain Muhammad's story from being a child brought up in a tribe, to becoming the founder of Islam. To know that Makkah is a holy city. Explain what life was like in Arabia before the birth of Muhammad. Understand that Arabia was a world of religions before the birth of Muhammad. Explain the achievements and heritage of the Arab people. To know that Makkah is a holy city. Understand how important trade was in Arabia, what items were traded and who they traded with. Know the significance of Mount Hira & Early Islam. Explain the difficulties Muslims had, particularly those supporting and protecting Muhammad. Know that the Christian king of Aksum protected Muslims from persecution. Explain the importance of Yathrib and know about the Muslim community there.
Key People	<p>Julius Caesar, Emperor Claudius & Boudicca</p>	<p>Emperor Constantine , Justinian & Ezana of Aksum</p>	<p>Muhammad & Allah</p>
Vocab	<p>AD/BC chronological, future, Gregorian calendar, historical period, past, present, sequence, time, timeline Romanisation, army, Christianity, fort, gladiator, invade, Latin, religion, trade, Celts, Britannia, Hadrian's Wall, soldier, settlement, region, emperor, empire, collapse, Julius Caesar, Boudicca</p>	<p>Miracle, baptised, followers, persecuted, martyrs, hippodrome, memorial, Aksum, plateau, terraces, ivory, converted, bishop, Constantinople, rivals.</p>	<p>Kaaba, Bedouin, nomad, persecution prophet, Makkah, pilgrims, pilgrimage, preaching, followers, scorn, mosque, refugees, followers.</p>

Y5	Autumn U1	Spring U3	Summer U5
Knowledge & Skills	<p>A Non European Society that provides contrasts-Baghdad</p> <ul style="list-style-type: none"> To know that in 762 al Mansur, a great Muslim ruler, built a new city: Baghdad To understand that the Persians had previously settled there Understand that the Muslim Arabs had conquered the land and wanted to celebrate this by making it a famous city Understand planning & building methods & how they differ now To explain why Baghdad was chosen and how Alexander the Great had previously taken ownership To understand how the most skilled people were recruited for the build and the standards al Mansur insisted upon The role of the caliphs in Baghdad's reputation Explain how The House of Wisdom gathered and used old texts to make new knowledge Understand how this lead to the printing of books on paper today The role The House of Wisdom - creating the higher education establishments we have today Know who Euclid was and how his book of Geometry came to be shared with the world To know how Indian maths knowledge spread To know how maths was used in building, trading and astronomy To know how Ptolemy's discovery has changed the way we view the world To understand how astronomy is important to Islam To know that maths & astronomy combined with the Chinese knowledge developed the cTo know Razi collected medical knowledge from Greek, Indian, Arab and Persian doctors to write encyclopaedia To know Al Masudi made the first maps of the world 	<p>Changes in Britain-Anglo-Saxons & Jutes/Scots</p> <ul style="list-style-type: none"> Explain some of the ways archaeologists choose which sites to excavate. Know that there are questions about the past that have not yet been decisively answered by historians. Use artefacts to support ideas about who was buried at Sutton Hoo. Find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. Read the story of Beowulf to find out about life in Anglo-Saxon Britain. Use what is known about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. Understand the need to think critically about a historical source in order to assess its reliability Know who the Anglo-Saxons were and where in Europe they came from. Understand who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. Explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. Write own name using the Ogham alphabet. Explain how Christianity came to Britain Place the Anglo-Saxons on a timeline. Understand that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. 	<p>Changes in Britain-Vikings vs Anglo-Saxons</p> <ul style="list-style-type: none"> Use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on understanding of the period. Read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. Find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. Know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. Describe the reasons and events surrounding the Viking invasions. Describe what the Danelaw was. Know who King Alfred was and why he was dubbed 'the Great'. Compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. Explain in detail the events surrounding the Battle of Hastings in 1066. Develop an increasing understanding of the struggle for power and how this changed England. Explain how England became a unified country. Describe what Britain was like before the arrival of the Vikings. Use dates with increasing fluency to describe historical events and eras. Understand that slaves were the most important commodities traded by the Vikings and they acquired slaves on their expeditions to Europe and Britain.
	Key People	Al-Mansur & Al-Masudi	King Alfred the Great & Hilda of Whitby
Vocab	Al Mansur, Baghdad, dirhams, astrologers, descendants, silk roads, decree, peter out, Madrasas, astrolabe, astrology, optics, influence, antiseptic, anatomy, architects.	Anglo-Saxon, Domesday Book, invention, Jutes, Lindisfarne, Norman Conquest, Pict, Scot, settlement, Middle Ages, past, period, present, sequence, timeline Anglo-Saxon, beliefs, Britannia, characteristic, Celtic language, Christianity, complex, culture, custom, tall, invasions, inventions, military, music, Norman, Norseman, Picts, politics, punishment, religion, ritual, Roman, Scots, society, trade, warfare Allegiance, castle, Danelaw, government, heir, hierarchy	Anglo-Saxon, Domesday Book, Saxon, settlement, Viking AD/BC century, decade, era, future, Middle Ages, past, period, present, sequence, timeline Anglo-Saxon, beliefs, Britannia, Viking, warfare Allegiance, castle, Danelaw, government, heir, hierarchy, invasion, kingdom, knight, law, monarch, peasant, power, priest, raid, rebellion, reign, tribe, Community, Domesday Book, local national, place names, regional, Barbarian, Norman Conquest



Y6	Autumn U1	Spring U4	Summer U5	
Knowledge & Skills	<p>A Study of a themes beyond 1066-Medicine & Disease</p> <ul style="list-style-type: none"> Know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated. Generate questions about an artefact and generate a hypothesis about what the object was used for. Explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries. Explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc. Understand how attitudes towards health and disease have changed over time, and give reasons for this. Explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period. Know that the NHS began in 1948 and that the Ministry of Health was set up in 1919. Explain many of the changes that were made to medical care in the 20th and 21st centuries. Understand that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated. Use own understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times. 	<p>A Study of an aspect beyond 1066-The impact of WW2 on Children</p> <ul style="list-style-type: none"> Investigate the historical evidence of World War II in Peterborough. Explain some of the causes of World War II. Describe some ways life in Britain changed as a consequence of WWII and the impact on children. Explore why and how children were evacuated, looking at the impact on families. Explain what an air raid shelter is and how it was used. The Second World War was the most technologically advanced conflict in history. War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity – Anne Frank. Different types of bias include political, cultural or racial Understand the meaning of propaganda and know how it is still relevant today Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Identify different types of bias in historical sources and explain the impact of that bias. 	<p>Local History Study-Peterborough Overtime</p> <ul style="list-style-type: none"> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history A timeline shows information in chronological order. Know that the Romans invaded Britain in 43AD. Explain the link between the fortress at Longthorpe and the battle Queen Boudicca. Know that excavations in Peterborough show Roman influence. Know that Durobrivae was a significant Roman town located near Peterborough and a settlement by the River Nene. Explain how the Anglo Saxons influenced Peterborough. Use primary and secondary sources to explain the invasion of the Danes on Peterborough abbey in 870. Investigate the town bridge in Peterborough. Know that it is suggested that Peterborough abbey was not destroyed, along with many others in England under the instruction of Henry VIII, but became a cathedral as a result of the burial of Katherine of Aragon in 1536. Explain the significance of Norman Cross Explore the Peterborough Museum and its story from a private house, to hospital and museum. Know when local buildings were built(e.g. First cinema, Broadway library, Lido) along with school building. 	
	Key People	Rosa May Billinghurst, Edward Jenner & Louis Pasteur	Anne Frank, Alan Turing, Winston Churchill & Neville Chamberlin	Katherine of Aragon, Mary Queen of Scots, Hereward the wake
	Vocab	Miasma, four humours, plague, Hippocrates, Galen, apothecary, purging, endowment, buboes, bloodletting, ailment, amulet, anaesthetic, Black death, plague	World war, axis, allies, Adolf Hitler, Nazi party, invade, pact, the blitz (Blitzkrieg 'Lightning war') air raid, rationing, blackout, gas mask, code breaking, enigma code, propaganda, declare war, expand, empire, Winston Churchill, air raid shelter	Chronological, monument, fortress, source, primary, secondary, significance, development, change, Durobrivae, timeline, invasion.

Our Disciplinary Knowledge Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Historical Period	<p>Within & Beyond Living Memory: Toys and school from the past</p> <p>Significant Individuals : Mary Cassatt, King Charles</p> <p>Within & Beyond : Jobs from the past</p> <p>Beyond Living Memory - London in the Past, Indigenous peoples</p>	<p>Within Living Memory: What is a monarch?</p> <p>Beyond Living Memory: The Plague and the Great fire of London</p> <p>Significant People : Nurses through time and How have explorers changed the world?</p> <p>Local History: Peterborough Past and Present and The Tudors in Peterborough</p>	<p>World History- Ancients beyond 3,000 years ago: Early Civilisations, Ancient Egypt</p> <p>British History- Stone Age to 1066: The Stone Age, The Romans, The Anglo Saxons and Vikings</p> <p>World History- Non- European Society: Arabia and Early Islam and the city of Baghdad.</p> <p>World History- WW2, Early Civilisations</p> <p>British History- Beyond 1066: Medicine and disease, The impact of WW2 on children</p> <p>Local History: Peterborough overtime</p>				
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological knowledge	<p>Three and four year olds</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Reception: Know that familiar events occur in a particular order.</p> <p>Know and understand past and present events in their own and family members' lives.</p>	<p>Know that a simple timeline is used to show where events occurred and when particular people were alive.</p> <p>Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.</p>	<p>Know that one working timeline is used to show where all events and people studied have occurred and lived.</p> <p>Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.</p>	<p>Know how to place events on a timeline using BC.</p> <p>Know that there is a definitive, chronological order for the periods studied.</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives.</p>	<p>Can use BC and AD to place events on a timeline.</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history.</p> <p>Know that change is shown by the similarities and differences between specific periods in time.</p>	<p>Understands the chronology in different times and can place events in order correctly on a timeline using BC/AD and CE/ BCE.</p> <p>Know that the chronological position of periods studied sometimes overlap or occur concurrently.</p> <p>Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.</p>	<p>Confidently place events in chronological order and know the time in which an event or era took place.</p> <p>Know that the chronology of significant events in periods of history subsequently shaped different societies.</p> <p>Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p>

Range and Depth of Historical Knowledge	<p>Know that people are important in their lives.</p> <p>Know the difference between past and present.</p>	<p>Know that people and objects existed, and events occurred before living memory.</p>	<p>Know that some events and people in the past are seen as significant because they result in change.</p>	<p>Know that there are reasons for and results of people's actions in the past.</p>	<p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.</p>	<p>Know that great events had an impact on people's lives and they have shaped society over time.</p>	<p>Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.</p>
Historical Interpretation	<p>Know that there are ways to find out about their past.</p>	<p>Know some reasons why people acted differently in the past.</p>	<p>Know that there are sources of information to find out about the past.</p>	<p>Know that there are different accounts of history.</p> <p>Know that evidence is facts and/or information which can be proved</p>	<p>Know that there are different interpretations of historical accounts.</p> <p>Know that sources of evidence can be linked.</p>	<p>Know that a piece of evidence may be biased.</p> <p>Know that evidence can be justified based on usefulness and reliability.</p>	<p>Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Know that there are reasons why there are different accounts of history.</p> <p>Know that evidence is evaluated to determine which is the most reliable source.</p>
Historical Enquiry	<p>Know about the past and present primarily through their own experiences and storytelling.</p>	<p>Know some specific sources that support learning about the past.</p>	<p>Know that key sources are used to effectively learn about the past.</p>	<p>Know that a wide range of sources (Primary and Secondary) are used to effectively learn about the past.</p>	<p>Know that primary and secondary sources vary in reliability.</p>	<p>Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.</p>	<p>Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.</p>



Range and Depth of Historical Knowledge	Know that people are important in their lives. Know the difference between past and present.	Know that people and objects existed, and events occurred before living memory.	Know that some events and people in the past are seen as significant because they result in change.	Know that there are reasons for and results of people's actions in the past.	Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.	Know that great events had an impact on people's lives and they have shaped society over time.	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.
--	---	---	---	--	--	--	---