



Jacksdale Primary School History knowledge and skills progression document

Curriculum Map

	Unit 1	Unit 2	Unit 3
1	Changes within living memory	Local history within living memory	Significant people: Florence Nightingale and Mary Seacole
2	Local history: The Suffragettes	Event beyond living memory: The Great Fire of London	Significant people: Queen Elizabeth 2nd
3	Stone Age to Iron Age	Local history post 1066: Nottingham Castle	The first civilisations: Ancient Egypt
4	Ancient Greece	Roman Britain	Local history: History of mining
5	Non-European society: The Maya	Anglo-Saxons and Scots	Local history: Nottinghamshire's role in WW2
6	Vikings	Study beyond 1066: Victorian Britain (industrial revolution, mining)	

Interconnection theme 1:

Having a voice and effecting positive change is the key theme that runs throughout Jacksdale Primary School's history curriculum and reflects the school vision that every individual is valued and makes a positive contribution.

Interconnection theme 2:

Nottinghamshire

	Changes within living memory
	Events beyond living memory
	Significant people
	Local history
	British history post 1066
	British history pre-1066
	Ancient civilisations



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We have carefully designed a knowledge-rich curriculum, underpinned by a progression of skills. Wherever possible, knowledge has been organised chronologically, to allow children to develop a clear chronological understanding of the past. The knowledge and skills build incrementally so that by the end of Key Stage 2 children can know, understand and apply the subject content taught, and be fully prepared for their secondary school history learning.

The teaching of History is based on the aims and purposes outlined in the National Curriculum and has fidelity to the historical academic discipline.

Children will:

- Have secure knowledge and understanding of the past, on a local, national and global scale.
- Have a coherent chronological understanding, be able to analyse sources and weigh evidence, and confidently enquire and ask perceptive questions about the past.
- Become confident in their understanding of key historical concepts (disciplinary knowledge), including continuity and change, cause and consequence, similarity, difference, sources and evidence, interpretation, and significance.
- Use their knowledge and understanding to make connections, create historically valid questions, and create structured accounts, including, but not limited to, written responses.
- Grow in their curiosity and enthusiasm about the past and use this to understand the diversity of different cultures and societies, as well as their own identities.

Key Areas of Substantive Knowledge:

KS1	
Changes within living memory	Exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents.
Events beyond living memory	Learning about events beyond living memory which are significant nationally or globally.
Significant People	Learning about the life and achievements of important people in history and comparing them to each other.
Local History	Learning about significant people, places and events in the local area.

KS2	
British History pre-1066	The history of Britain from the Stone Age to Iron Age, Romans to the Anglo-Saxons & Scots and Vikings. The children work through chronologically, to prepare them to learn about the Normans and Middle Ages in KS3.
World History (Ancient Civilizations)	The study of non-British civilisations, including an example of a First civilisation (Ancient Egyptians), Ancient Greece, and a Non-European Society (The Maya)
Local History	Learning about significant people, places and events in the local area.

Historical Threads:

- | | | | | |
|-----------------------------|------------------------------|--------------------|-------------------------------|-------------------------------|
| • Significant people | Culture | Main events | Food and farming | Travel and exploration |
| • Conflict | Monarchy and politics | | Technological advances | |

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Key Areas of Disciplinary Knowledge:

Disciplinary knowledge is defined as learning **how** historians have studied and analysed the past, and how they have constructed and presented accounts of the past. The areas of disciplinary knowledge taught are called second-order concepts. Each history unit has one or two focus second order concept(s). The concepts can be seen below:

Cause and consequence	How historians make judgements about why an event occurred, or the consequences of an event.
Change and continuity	How historians make judgements about the extent, nature or pace of change across time.
Similarity and difference	How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period.
Historical significance	How historians and others give significance to historical people or events (deem them worthy of attention).
Sources and evidence	How historians use sources to make claims about the past.
Historical interpretations	How and why historical interpretations are different.

It is important to note that while focus concepts have been provided for KS1 units to help focus planning for teachers, this does **not** need to be taught explicitly to children. Children should instead focus on building substantive knowledge. In KS2, children should start to be introduced explicitly to the different second order concepts and understand how they are used by historians. Particularly in UKS2, children should be introduced to specific historians and their work, understanding how they have come to historical conclusions.

Key Historical Skills:

Chronological Understanding	Children sequence events, stories, pictures and periods over time to show how different times relate to each other and to contribute to a coherent understanding of the past. Includes the idea of change and continuity over time.
Range of Historical Knowledge and Understanding	Children gain knowledge of what life was like in a range of historical time periods and places, as well as studying key events and people. They can identify similarities and differences, as well as connections and trends. When looking at historical events, children should begin to explore the concept of cause and consequence.
Sources and Interpretation	Children learn how our knowledge of the past is constructed from a range of sources. They learn to assess the reliability of evidence and begin to understand that history is not always objective.
Historical Enquiry	Children are given opportunities to ask and research historical questions about change, cause, similarity, difference and significance. Children should answer these questions for themselves, selecting the relevant historical information.
Organisation and Communication	Children present their understanding in a variety of different ways, using age-appropriate historical vocabulary.

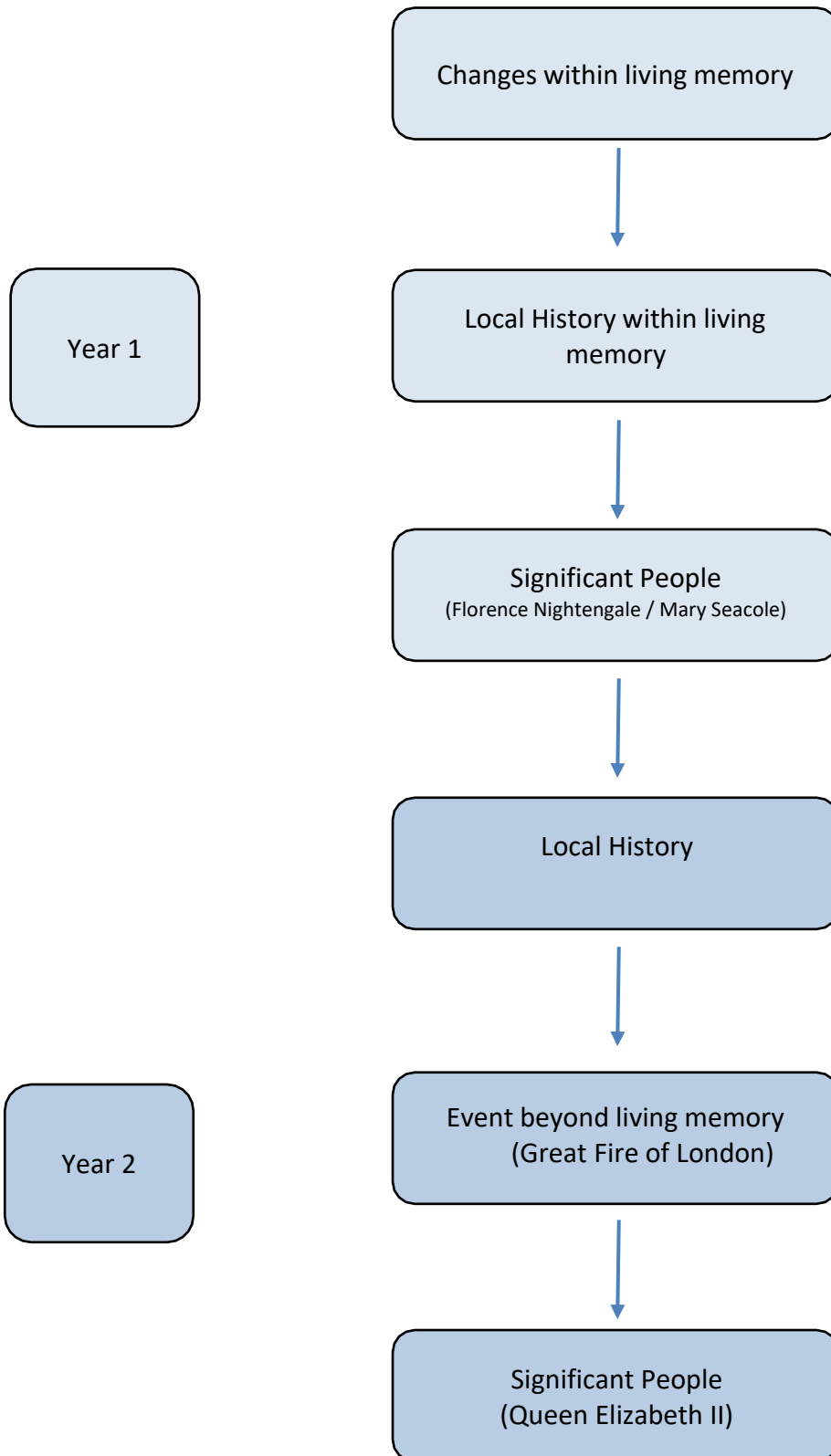
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Progression of disciplinary knowledge

Second Order Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause & Consequence		Unit 1, Unit 2		Unit 1, Unit 3	Unit 2	
Change and continuity	Unit 1, Unit2		Unit 1			Unit 2
Similarity and difference	Unit 2		Unit 3			Unit 1
Historical significance	Unit 3	Unit 3	Unit 2		Unit 3	Unit 2
Sources and evidence		Unit 2		Unit 1, Unit 2, Unit 3	Unit 1, Unit 3	
Historical interpretations				Unit 2, Unit 3	Unit 1	

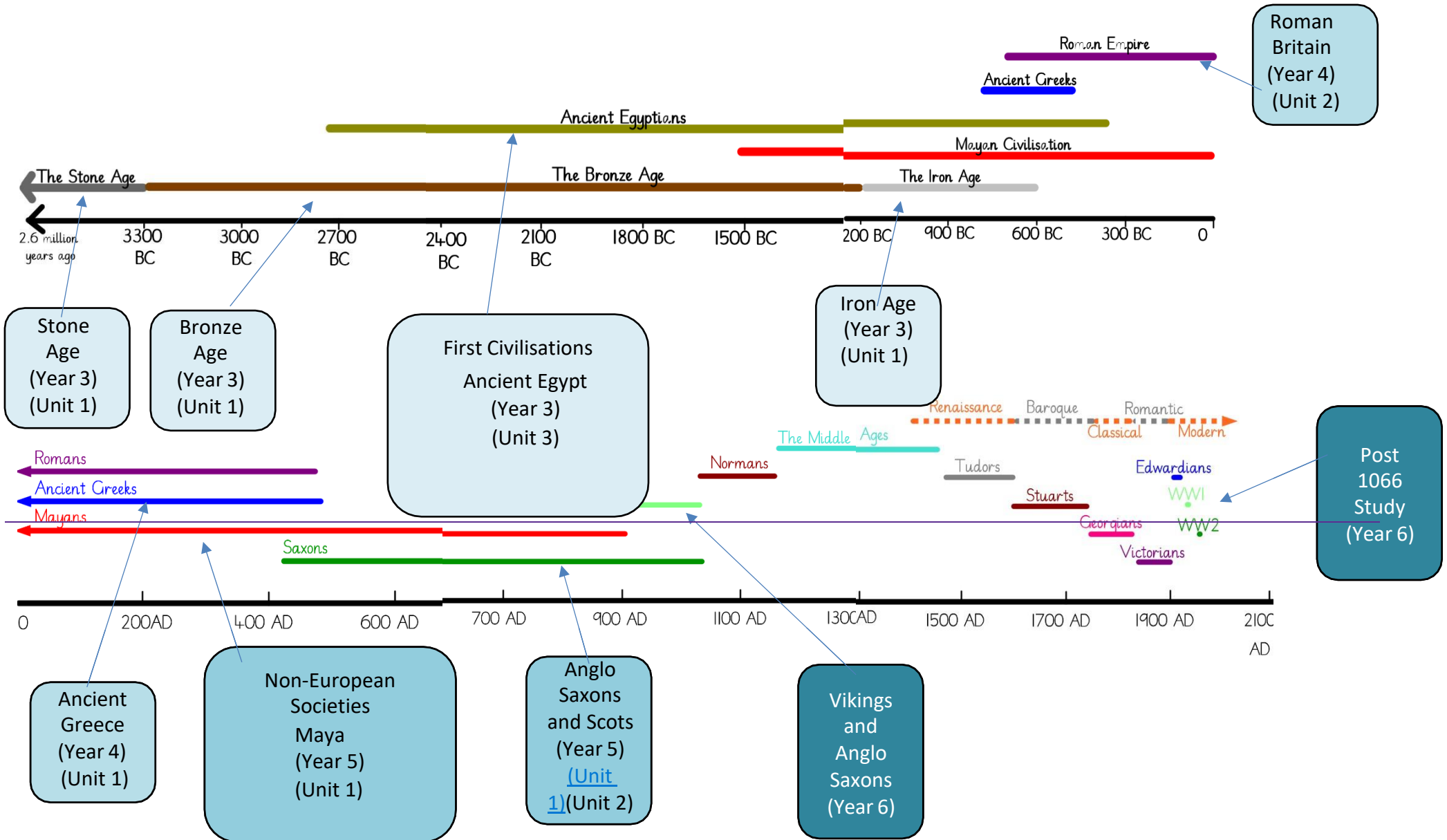


KS1 Teaching Sequence for Progression





KS2 Teaching Sequence for Progression





Topics in red are statutory and cannot be changed.

KS1

Year 1	Knowledge	Vocabulary	Skills
Unit 1	<p>Changes within living memory</p> <p><u>What were toys like when Grandma was young?</u></p> <ul style="list-style-type: none"> - I can say what my favourite toy is. - I can discuss some of the toys that were popular when my parents/carers/grandparents were young. - I can name some of the toys that were popular in the 1950s – 70s. <p><u>Historical Threads: Culture, Technological Advances</u></p> <p><u>Disciplinary Knowledge: Change and continuity</u></p>	<p>toy parent grandparent old new past present</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Put 3-4 concrete objects in chronological order. - Talk about how things were different when their parents and grandparents were children. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Know and recount episodes from stories about the past. <p>Sources and Interpretation.</p> <ul style="list-style-type: none"> - Compare adults talking about the past and start to think about reliability. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Ask questions about the past. - Find out about the past by talking to an older person. <p>Organisation and Communication. Tell stories about the past (role play).</p>
Unit 2	<p>Changes within living memory/Local History</p> <p>Looking at the history of our school</p> <p><u>How has school changed over time?</u></p> <ul style="list-style-type: none"> - I can recognise some key features in a school. - I can discuss how school was the same/different when my parents or grandparents were young. - I can compare school in the Victorian times to school today. - I can recognise how technology has changed over time at school. <p><u>Historical Threads: Culture, Technological Advances</u></p> <p><u>Disciplinary Knowledge: Change and continuity, Similarity and difference (when comparing boys and girls' experiences of school in Victorian times).</u></p>	<p>school teacherdesk slate chalk blackboard abacus interactive whiteboardink bottle dip pen pencil tablet</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Put 3-4 concrete objects in chronological order. - Talk about how things were different when their parents and grandparents were children. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Know and recount episodes from stories about the past. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Using stories, understand the difference between fact and fiction. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Show some understanding of how evidence is collected. <p>Communication and Organisation</p> <ul style="list-style-type: none"> - Talk, draw and write about aspects of the past.



Unit 3	<p>Significant People</p> <p>Core Knowledge will be topic specific: <u>Florence Nightingale and Mary Seacole</u></p> <ul style="list-style-type: none"> - I know that Florence Nightingale was born in Florence, Italy in 1820. - I know that Mary Seacole was born in 1805 in Kingston, Jamaica. - I know that Florence became a nurse and went to the Crimea. Here she improved hygiene and conditions and saved many soldiers' lives. - I know that Mary Seacole wanted to help Florence, but because she was black, she was not allowed to. - I know that Mary set up her own hospital and paid for herself to be able to go to Crimea. She also saved many lives. - I know that for a long time, Florence was remembered and celebrated, but Mary was forgotten. <p>Historical Threads: Significant people, Conflict – if following example.</p> <p>Disciplinary Knowledge: Historical significance</p> <p>Non-Topic Specific Vocabulary: year, decade, significant, museum, difference, inventions, opinion, artefact, century, modern, timeline, similar</p>	<p>Florence Nightingale Mary Seacole Florence Italy Kingston Jamaica hygiene insanitary soldier Crimea Turkey</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Begin to use dates to talk about people or events from the past. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Explain how people or events in history changed things nationally or internationally. - Find out about a famous or important individual. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Start to see how the past is represented in different ways. - Using stories, understand the difference between fact and fiction. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Show some understanding of how people find out about the past. <p>Communication and Organisation Talk, draw and write about aspects of the past.</p>
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Year 2	Knowledge	Vocabulary	Skills
Unit 1	<p>Local History</p> <p>Core Knowledge will be topic specific: <u>Nottinghamshire Suffragettes</u></p> <ul style="list-style-type: none"> - I know what a suffragette is - I know that 'suffragists' campaigned using peaceful methods, and 'suffragettes' were determined to win the right to vote for women by any means. - I know that Helen Watts was a famous militant suffragette who lived in Nottinghamshire - I know that Helen Watts was imprisoned for protesting and became famous because of this - I know different methods of protesting by suffragettes – including peaceful and militant - I know the consequences of suffragette actions in Nottinghamshire - I know that propaganda can be in the form of a poster, flyer or chant to spread a message - I know that there was opposition to the suffragettes - I know that suffragettes changed society in history - I know that democratic right and systems have been shaped by the suffragette movement <p>Historical Threads: Significant people, Conflict, Beliefs, Culture</p> <p>Disciplinary Knowledge: Cause and consequence</p>	<p>Suffragette Suffragist Militant Protest Nottinghamshire Helen Watts Vote Democracy Propaganda Peaceful Flyer Consequence Chant Opposition Support Society Imprisoned Determined</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Use dates to talk about people or events from the past. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe significant people from the past and their achievements. - Explain why some people in the past acted the way they did. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Start to explain why some sources may be more reliable than others. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Research the life of a group of local heroes of the past, using sources and the internet (guided by an adult). <p>Organisation and Communication</p> <p>Record what they have learnt by drawing and writing including ICT.</p>



<p>Unit 2</p>	<p>Events beyond living memory <i>School can choose the event studied:</i></p> <p>Core Knowledge will be topic specific: <u>Example: The Great Fire of London</u></p> <ul style="list-style-type: none"> - I know that the Great Fire of London happened in 1666. - I know that the fire lasted five days. - I know that the fire started at Thomas Farriner’s bakery in Pudding Lane. - I know that Samuel Pepys wrote a diary and described the fire. <p>Historical Threads: Main events, Technological Advances – if following example.</p> <p>Disciplinary Knowledge: Cause and consequence, Sources and evidence.</p>	<p>London fire firefigher baker Thomas Farriner Samuel Pepys diary</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Sequence 3-4 artefacts, photographs and events on a timeline. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe historical events. - Explain the causes of a historical event and what the consequences were. - Explain the impact of an event in the past on how we live today. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Choose and use parts of stories or sources to show that they understand events or people from the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Ask and answer questions about the past using sources. - Understand and talk about how people find out about the past. <p>Organisation and Communication Speak about how they have found out about the past, e.g., through role play.</p>
<p>Unit 3</p>	<p>Local History: Significant Figures</p> <p><u>Example: Queen Elizabeth II</u></p> <ul style="list-style-type: none"> - To understand the role of the monarchy - To recognize key events in Queen Elizabeth II’s early life - To identify key milestones in her reign - To examine the Commonwealth - To analyze Queen Elizabeth II’s impact on Britain - To explore international visits and diplomacy - To understand the concept of royal duties - To recognise her contributions to public services - To discuss key historical events during her reign - To reflect on the legacy of Queen Elizabeth II <p>Historical Threads: Significant people, Beliefs, Technological Advances – If following example figures.</p> <p>Disciplinary Knowledge: Historical significance</p>	<p>monarch monarchy coronation heir accession coronation commonwealth flags reign leadership influence legacy succession</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Connect new learning to events/people they have learnt about before and put on a timeline. - Start to understand that some things were different in the past (beyond living memory). <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe significant people from the past and their achievements. - Explain why some people in the past acted the way they did. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Choose and use parts of stories or sources to show that they understand events or people from the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Understand and talk about how people find out about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - Record what they have learnt by drawing and writing, including ICT.
<p>Non-Topic Specific Vocabulary: chronology, chronological order, era, explorers, significant, figure, research, biography, historian, expert, evidence, sources</p>			



KS2

Year 3	Knowledge	Vocabulary	Skills
Unit 1	<p>British History pre 1066: Stone Age to Iron Age</p> <ul style="list-style-type: none"> - I know that the beginning of the Stone Age started in 800,000 BC - I know that the end of the Iron Age came in 43 AD, when the Romans invaded. - I know that the Stone Age, Bronze Age and Iron Age are named after the main material used for tools and weapons at the time. - I know that most of our evidence for the Stone Age to the Iron Age comes from archaeology and artefacts. <p>Historical Threads: Settlement, Beliefs, Food and Farming, Technological Advances</p> <p>Disciplinary Knowledge: Change and continuity</p>	<p>prehistory hunter-gatherer nomad Palaeolithic Mesolithic Neolithic tribe neanderthal homo sapiens beaker Celt bronze hillfort druid</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Begin to use dates and historical terms to describe events. - Begin to recognise some of the different time periods within British history. - Begin to understand the concept of change over time. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Begin to understand why Britain was invaded and conquered. - Begin to give a broad overview of what life was like in a historical period. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Begin to compare different forms of evidence. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Begin to use evidence to ask questions and find answers to questions about the past. - Begin to use research skills in finding out facts about the time period they are studying. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - Begin to communicate their learning using age-appropriate historical terminology. - Communicate their knowledge and understanding through writing, drawing, data-handling, drama, storytelling and using ICT.
Unit 2	<p>Local History: A Key Place/Event post 1066</p> <p>Nottingham Castle</p> <ul style="list-style-type: none"> - I know the importance of castles in Norman Britain - I know that it was built in 1068. - I know key medieval events including King William, King John and King Richard - I know why Nottingham Castle changed from wooden motte-and-bailey to a stone fortress. - I know about the living conditions in the castle during medieval times - I know where and why Nottingham castle is located - I know about the folklore of Robin Hood and the castle - I know about the castle's siege and its impact on the local population during the Civil War. <p>Historical Threads: Main events, Conflict, Monarchy and Politics</p> <p>Disciplinary Knowledge: Historical significance</p>	<p>Nottingham Norman Motte and Bailey King William King John Richard the Lionheart Fortress Medieval Folklore Siege Civil war</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Place artefacts, events and historical figures on a timeline. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Begin to give reasons for why certain events happened in history, and why certain people acted as they did. - Discuss some of the causes and consequences of main events and changes in history. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Look at different representations from the period, such as artefacts. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Begin to use evidence to ask questions and find answers to questions about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - Place artefacts, events and historical figures on a timeline.



<p>Unit 3</p>	<p>World History: The First Civilisations</p> <p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> - I know that the Ancient Egyptian civilization lasted from around 3000 BC to 0 AD. - I know that Pharaohs were kings and queens of Egypt, who were also believed to be gods. - I know that Tutankhamun was an Egyptian pharaoh. - I know that we know lots about him because his tomb was discovered in 1922. <p><u>Historical Threads: Beliefs, Culture, Food and Farming, Monarchy and Politics.</u></p> <p><u>Disciplinary Knowledge: Similarity and difference (between first civilisation and Stone Age – Iron Age).</u></p>	<p>Pharaoh papyrus scribe sarcophagus tomb pyramid hieroglyphics Tutankhamun Howard Carter Egyptologist</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> - Begin to use a timeline within a specific period of history. <p><u>Historical Knowledge and Understanding</u></p> <ul style="list-style-type: none"> - Begin to describe the characteristic features of the past, including the beliefs, attitudes and experiences of men, women and children. <p><u>Sources and Interpretations</u></p> <ul style="list-style-type: none"> - Describe different accounts of a historical event, explaining some of the reasons why the accounts might differ. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Begin to suggest suitable sources for enquiry and use more than one source to paint a more accurate picture of the past. <p>Begin to recognise the part that archaeologists have had in understanding the past.</p> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> - Begin to communicate their learning using age-appropriate historical terminology. - Communicate their knowledge and understanding through writing, drawing, data-handling, drama, storytelling and using ICT.
	<p><u>Non-Topic Specific Vocabulary</u> period, era, BC/BCE, CE/AD, millennium, age, religion, nomad, prehistoric, ancient, archaeology, archaeologist, gods/goddesses, priests/priestesses, change, continuity, primary source, secondary source, myth, legend, settlement, agriculture.</p>		



Year 4	Knowledge	Vocabulary	Skills
Unit 1	<p>World History: Ancient Greece</p> <ul style="list-style-type: none"> - I know that the Ancient Greek civilisation started in around 800 BC, and ended in 146 BC, when it was taken over by the Roman Empire. - I know that there were many city states in Ancient Greece, including Athens and Sparta. - I know that Greeks created western theatre, and most Greek towns would have had a theatre. - I know that the Olympics were created in Ancient Greece. Events included wrestling, boxing, long jump and javelin. <p>I know that the Ancient Greeks had gods and goddesses. They held many festivals to honour them.</p> <ul style="list-style-type: none"> - I know that most Greek city states were democracies. <p>Historical Threads: Beliefs, Culture, Monarchy and Politics, Technological Advances</p> <p>Disciplinary Knowledge: Sources and evidence, Causes and consequences.</p>	<p>democracy city-state Parthenon Olympics Athens Sparta citizen theatre comedy tragedy mythology god goddess</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Place events, artefacts and historical figures on a timeline using dates. - Understand the concept of change over time. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Explain how events from the past have shaped our lives today, and the influence of past cultures on our culture. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Use and analyse different sources – artefacts, information texts and historical sources. - Compare and contrast different forms of evidence. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Recognise the role of archaeologists in understanding the past. <p>Organisation and Communication Communicate their learning using age-appropriate terminology.</p>



<p>Unit 2</p>	<p>British History pre-1066: Roman Britain</p> <ul style="list-style-type: none"> - I know that Julius Caesar tried to invade Britain - I know that the Romans invaded in 43 AD and ruled for about 400 years. - I know that Boudicca was a queen of the Iceni tribe. - I know that when the Romans came to Britain, they introduced straight roads, aqueducts, coins, laws and a written language (Latin). - I know that the Romans worshipped many gods and goddesses. Later, they became Christians. <p>Historical Threads: Settlements, Beliefs, Travel and exploration, Conflict, Monarchy and Politics, Technological Advances</p> <p>Disciplinary Knowledge: Sources and evidence, Historical interpretations</p>	<p>empire Julius Caesar Claudius emperor centurion tribe Celt aqueduct Latin amphitheatre mosaic</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Recognise some of the time periods in British history, and the overlapping histories of groups that invaded Britain. - Use dates and historical terms to describe events. - Use a timeline to understand what caused big events to happen. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Suggest why certain events happened and people acted as they did in history. - Suggest causes and consequences of some of the main events and changes in history. - Understand why Britain has been invaded and conquered. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Describe different accounts of historical events, explaining why the accounts may differ. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Use evidence to ask questions and find answers to questions about the past. - Suggest suitable sources for enquiry and use more than one source to paint an accurate picture of the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - Communicate their learning in an organised and structured way using appropriate terminology.
<p>Unit 3</p>	<p>Local History: History of local mining</p> <ul style="list-style-type: none"> - I know why mining was important in Nottinghamshire and its impact on the economy - I know how coal was mined - I know that coal is a mineral - I know about the tools used, routines and daily life of miners - I know how mining affected communities in Nottinghamshire - I know what legacy has been left by coal mining - I know why mining declined. <p>Historical Threads: Settlements, Conflict, Monarchy and Politics, Technological Advances</p> <p>Disciplinary Knowledge: Cause and consequence, Sources and evidence, Historical interpretations</p>	<p>Mineshaft Coal seam Miner Mining Pit village Protests Mineral Industrial revolution Communities Strikes Mining industry Pit closures Heritage Regeneration Decline</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Use a timeline within a specific period in history. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Give a broad overview of what life was like in a historical period. - Suggest why certain events happened and people acted as they did in history. - Suggest causes and consequences of some of the main events and changes in history. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Use and analyse different sources – first hand accounts, information texts and historical sources. - Compare and contrast different forms of evidence. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Use their research skills to find out about the time period they are studying. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - Communicate their learning using appropriate terminology.
<p>Non-Topic Specific Vocabulary empire, civilisation, settlers, migration, tribe, kingdom, conversion, raid, culture, democracy, impact, achievement, effect, legacy, consequence, continuity.</p>			



Year 5	Knowledge	Vocabulary	Skills
Unit 1	<p>World History: Non-European Society Schools can choose from <i>The Maya, Benin or Baghdad</i></p> <p>Example: The Maya</p> <ul style="list-style-type: none"> - I know that the Maya culture lasted from at least 1000 BC – 1697 AD. - I know that the Maya lived in Mesoamerica (Mexico and Central America). - I know that the Maya shared a common culture and religion, but each city had its own ruler and governed itself. <p>Historical Threads: Beliefs, Culture, Monarchy and Politics, Technological Advances</p> <p>Disciplinary Knowledge: Sources and evidence, Historical interpretations</p>	dynasty maize cacao scribe sacrifice pyramid city-state calendar	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Place features of historical events and figures into a chronological framework. - Describe the main changes in a period of history. - Identify periods of rapid change and contrast them to periods of little change. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - In one time period, study differences in life experiences for different groups, e.g., men and women. - Compare and contrast life in different time periods they have studied. - Begin to explore how cultures changed within a time period studied. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Understand how our knowledge of the past is constructed from a range of sources. - Understand that no single source of evidence can give a full picture of the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Devise historical questions about the period they are studying. <p>Organisation and Communication</p> <p>Present knowledge and understanding based upon given sources.</p>
Unit 2	<p>British History pre-1066: The Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> - I know that the Anglo-Saxon period was between 410 – 1066 AD. - I know that the Anglo-Saxons originally came from Germany, the Netherlands and Denmark. Many came to settle and to farm. - I know that Alfred the Great was the most famous Anglo-Saxon king. - I know that during the Anglo-Saxon times, many people were Christians. I know that a lot of our sources come from monks. <p>Historical Threads: Settlement, Beliefs, Culture, Food and Farming, Conflict, Monarchy and Politics.</p> <p>Disciplinary Knowledge: Cause and consequence</p>	Angles Saxons Jutes farmer-warrior wattle-and-daub Sutton Hoo Lindisfarne Christianity monk Augustine Alfred the Great	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Describe the main changes in a period of history. - Explain the chronology of different periods, and how they relate to each other on a timeline. - Use dates and historical terms more accurately when describing events. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Begin to study and understand political concepts in British history. - Describe in detail historical events and information about historical figures they have studied. - Find out about beliefs, behaviours and characteristics of historical cultures and recognise that they might differ within the culture itself. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Offer reasons for different versions of historical events. - Compare accounts from different sources and start to evaluate their reliability. - Begin to identify primary and secondary sources. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Test out a hypothesis using sources, in order to answer a question. <p>Communication and Organisation</p> <p>Provide an account of a historical event based upon more than one source.</p>



Unit 3	<p>Local History: World War 2 – Nottingham’s role</p> <ul style="list-style-type: none"> - To understand the causes of World War 2. - To identify Nottinghamshire's role in the war. - To explore daily life during the war in Nottinghamshire. - To investigate the impact of air raids. - To learn about significant local figures. - To understand the role of children in Nottinghamshire during the war. - To analyse wartime propaganda. - To assess the economic impact of the war on Nottinghamshire. - To study the end of the war and its local celebrations. - To reflect on the lasting impacts of the war on Nottinghamshire. <p><u>Historical Threads: Conflict, Monarchy and Politics.</u></p> <p><u>Disciplinary Knowledge: Historical significance, Sources and evidence</u></p>	<p>allies axis powers Treaty of Versailles alliances battles impact rationing evacuation air raid blitz bomb shelter local figures make do and mend propaganda morale economic impact</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Place features of historical events and figures into a chronological framework. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> - Confidently describe historical events and the lives of historical figures who they have studied. - Recall key dates, characters and events in the time studied. <p>Sources and Interpretation</p> <ul style="list-style-type: none"> - Compare accounts from different sources and start to evaluate their reliability. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Begin to use the library and internet to conduct independent research. <p>Organisation and Communication</p> <p>Present knowledge and understanding based upon given sources.</p>
	<p>Non-Topic Specific Vocabulary nation, monarchy, extent of change, extent of continuity, turning point, conversion, missionary, monk, invader, reliable, bias, excavate, astrology, astronomy, codex</p>		



Year 6	Knowledge	Vocabulary	Skills
Unit 1	<p>British History pre-1066: The Vikings</p> <ul style="list-style-type: none"> - I know that the Vikings came from Denmark, Norway and Sweden. - I know that the Vikings began to raid in 793 AD. I know that they attacked Lindisfarne in this year. - I know that some Vikings started to settle in England. In 894 AD, the Vikings started to rule Danelaw in the North East of England. Jorvik (York) was the major city. - I know that in 1066, the Normans started to rule Britain, and this was the end of Viking and Saxon rule. <p><u>Historical Threads: Settlement, Beliefs, Culture, Travel and Exploration, Conflict, Monarchy and Politics, Main events</u></p> <p><u>Disciplinary Knowledge: Sources and evidence, historical interpretations</u></p>	<p>longhouse chieftan beserker feast raid trade runes pagan Danelaw Asgard Valhalla</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> - Describe the main changes in a period of history, using historical terms (political, social, religious, cultural, technological). - Identify periods of change in history and contrast them with periods of little change. - Explain the chronology of different time periods, and how they relate to one another on a timeline. - Understand the concepts of continuity and change over time and represent them on a timeline. <p><u>Historical Knowledge and Understanding</u></p> <ul style="list-style-type: none"> - Explore the diverse beliefs, behaviour and characteristics of historical people, recognising that their views may differ to the pupil's own, and that there may be varied views within the culture. - Compare a historical culture with another period studied. <p><u>Sources and Interpretation</u></p> <ul style="list-style-type: none"> - Start to link sources and work out how conclusions were arrived at. - Be aware that different evidence will lead to different conclusions and use evidence to analyse different sources. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Devise historical questions about a period they are studying, thinking particularly about change, cause, similarities, difference, and significance. - Identify primary and secondary sources. <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> - Provide an account of a historical event based upon multiple sources, which may be conflicting.



Unit 2

Theme study beyond 1066: Victorian Britain (industrial revolution & mining)

- Identify the timeline of the Victorian era
- Understand the impact of the Industrial Revolution
- Explore daily life in Victorian Britain
- Assess the role of children in Victorian society
- Investigate Victorian innovations
- Examine public health and sanitation
- Discuss the impact of the British Empire
- Evaluate the political changes in Victorian Britain
- Reflect on the legacy of the Victorian era
- To understand the significance of coal mining in Nottinghamshire during the Victorian era.
- To investigate the working conditions in the mines.
- To explore the social impact of mining on local communities.
- To understand the technological advancements in mining during the Victorian era.
- To learn about the labour movements and strikes.
- To assess the legacy and decline of mining in Nottinghamshire.

Historical Threads: Settlement, Beliefs, Culture, Travel and Exploration, Conflict, Monarchy and Politics, Main events

Disciplinary Knowledge: Historical significance, Change and continuity

Timeline, Era
 Inventions
 Industrial revolution
 Urbanization
 Industrialisation
 social classes
 social hierarchy
 innovations
 public health
 sanitation
 epidemic
 reform
 imperialism
 colonisation
 decolonisation
 reform acts
 chartism
 monarchy
 legacy
 coal mining
 mines
 working conditions
 social impact
 community
 steam engine
 davy lamp
 labour movement
 strikes
 protest
 workers' rights
 industrial action
 coal seam
 shaft
 pit closure

Chronological Understanding

- Use dates and historical terms accurately in describing events.
- Place features of historical events and figures into a chronological framework.
- Identify periods of change in history and contrast them with periods of little change.

Historical Knowledge and Understanding

- Examine causes and results of events, and how these have shaped the world today.
- Confidently describe historical events and the lives of historical figures who they have studied.
- Recall key dates, characters and events of the period studied.
- Write an explanation of a past event focusing on cause and effect, using evidence.

Sources and Interpretation

- Show an awareness of propaganda and analyse how this might affect the message of a source.

Historical Enquiry

- Bring knowledge gathered from several sources in a fluent account.
- Confidently use the library and internet to research.

Communication and Organisation

- Provide an account of a historical event based upon multiple sources, which may be conflicting.

Non-Topic Specific Vocabulary

represent, alliance, stereotype, traditional view, attitudes, variety of sources, different experiences, impression, propaganda, one sided, motive, eyewitness, oral history.



Glossary of Terms

AD	Anno Domini – In the year of our Lord. Used for the years after Jesus’ birth. Equivalent to CE.
alliance	A formal agreement between two or more states to support in case of war.
archaeology	The study of the past through excavation of historical sites.
artefact	An object that has survived from the past.
BC	Before Christ – Before the Birth of Jesus Christ. Equivalent to BCE.
BCE	Before the Common Era – equivalent to BC.
bias	a one-sided view of something.
causation	the cause of an event.
CE	Common Era – equivalent to AD
chronology	The study of a sequence of past events.
civilisation	The society, culture and way of life of a particular area.
concrete object	physical objects or artefacts.
conflict	A prolonged armed struggle.
conquer	To gain or acquire by force.
consequences	Impacts that occurred because of an event.
continuity	Things that stay relatively unchanged over time.
culture	The values shared by a society.
diversity	Respect for and appreciations of differences within a society or culture.
empire	A political construct in which one state rules over other states.
enquiry	An investigation undertaken to understand the past.
era	A period of time in history.
evaluate	The ability to reach an informed judgment about the value of a source, considering its usefulness and reliability.
evidence	Things that can help us understand the past. There are four main types of evidence – written, oral, visual and physical.
hypothesis	An assumption that is created to be tested.
invade	To enter for conquest or plunder.



legacy	Something handed down from one period of time to another period of time.
local history	The study of past events of a local area.
migration	The permanent change of residence by an individual or group.
monarchy	A form of government in which a king or queen is the head of state.
nation	A territory where all people are led by the same government.
omission	Something left out from a source.
period	An era of history having some distinctive feature.
prehistory	The period before the development of writing.
primary source	A piece of evidence originating from the time being examined.
propaganda	Information that is used to persuade people to believe a certain set of facts or values.
raid	A surprise attack by a small force.
reliability	How trustworthy a source is.
representations	Sources.
secondary source	A piece of evidence created later than the event being examined.
settlement	A colony or small community of people.
settlers	A person who moves to a new place with the intention to stay there.
significance	Importance of a person, place or event (Why do historians place worth on remembering them?).
technological advances	The history and improvement of tools and techniques over time.
timeline	A presentation of the chronological sequences of events.