



HISTORY CURRICULUM

Oak class: EYFS Understanding the world	All About Me & People Who Help Us	Traditional tales & Festivals	Wintery weather	At The Bottom of the Garden	Wheels, Wings & Other Things	Amazing Animals
Substantive Concepts	<p>People, Culture and Communities. Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Key Vocabulary	Baby, toddler, child, adult. Grow, change, taller. Mother Father, grandparents, aunt, uncle, sister, brother	Catholic, protestant, gunpowder, celebrate. Mangle, coal shed, feather duster, pram. India, hot, monsoon, similar, different	seasons, autumn, winter, spring, summer, hot, cold, rain, snow, wind, thunder, frost, ice, weather Lunar new year, lion dancing, dragon dancing, map, globe, country, China	City, town, village, road, path, pedestrian, house, flat, bungalow, road signs, shop, library, community, environment, recycle	Biplane, chariot, stagecoach, steam train, go-kart, tram. World map, atlas.	Dinosaur, dodo, extinct continents, country names. Mammal, reptile, insect, amphibian.
Substantive Knowledge	People in the past lived differently to how we live now. I have changed since I was a baby.	Guy Fawkes lived in the past (1570-1606). The Gunpowder plot happened in 1605.			Horses were used for transport before cars and trains. Boats were used before planes.	Some animals are extinct (or at risk of extinction).
Disciplinary knowledge	Discuss members of immediate family in detail use words associated with the past (e.g. yesterday, last week, last year, when I was 3) Share memories of significant events in their own lives	Identify differences between the past and now (e.g. clothing) Discuss past experiences of Christmas.			Discuss significant figures in space. Understand that these events happened before we were born. Discuss different modes of transport used now and then. Begin to order vehicles according to date.	Identify animals that are extinct (e.g. dodo, dinosaurs).



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	Identify how I have changed since I was a baby.					
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Willow class (Year 1 and 2) Year A	Fire! Fire!	Passport to Britain	Stonesfield	Down Under
Substantive Concepts	Building, city, commemoration, ruler (king), technology.	Geography focus	Local history, evolution	Geography focus
Key Vocabulary	bakery, diary, eyewitness, firebreak, fire hooks, flammable, bucket, London, Pudding Lane, St Paul's Cathedral		past, present, fossil, bone, palaeontologist, excavate, scientist, Megalosaurus, William Buckland, Mary Anning	
Substantive Knowledge	<ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 		<ul style="list-style-type: none"> - Fossils are the remains or traces of plants and animals that lived long ago. - Fossils of an animal is formed when: <ol style="list-style-type: none"> 1. Animal dies – 2. covered in mud – 3. mud turns into rock, bones turn into stone – 4. Fossilised (stone) bones are excavated – 5. scientists study them to learn about creatures. - I know the Megalosaurus jawbone was found in Stonesfield in 1797. - I know William Buckland described the bones in 	



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			<p>1824, naming it Megalosaurus meaning 'Great Lizard'.</p> <p>- Mary Anning was an English fossil collector, dealer, and palaeontologist who became known around the world for the discoveries she made at Lyme Regis.</p>	
Disciplinary knowledge	<p>Sequence events or objects in chronological order.</p> <p>Begin to describe similarities and differences between artefacts.</p> <p>Use stories and drama to understand why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p> <p>Find out about people and events in other times.</p> <p>Describe similarities and differences between artefacts.</p> <p>Develop empathy and understanding of life in the past through drama.</p> <p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Identify different ways to represent the past.</p> <p>Sort artefacts into groups- 'then' and 'now'.</p> <p>Ask and answer questions related to different sources and artefacts.</p> <p>Sequence a collection of artefacts.</p>		<p>Find out about people and events in other times</p> <p>Use stories and drama to understand why people did things in the past</p> <p>Use a range of sources to find out characteristic features of the past</p> <p>Identify different ways to represent the past</p> <p>Ask questions (why, what, who, how, where, when) related to sources and artefacts and find answers</p> <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> ● Discussion ● Drawing pictures ● Drama/role-play ● Making models ● Writing <p>Using ICT</p>	



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	<p>Ask questions (why, what, who, how, where, when) related to sources and artefacts and find answers.</p> <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> ● Discussion ● Drawing pictures ● Drama/role-play ● Making models ● Writing ● Using ICT 			
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Willow class (Year 1 and 2) Year B	Toys	Explorers	Fighting fit
Substantive Concepts	Chronological order, past, present,	Geography Focus	Commemoration, discrimination, travel, war, healthcare.
Key Vocabulary	Similar, different, chronological order, decade, current, approximately, generation		Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier, century, prejudice, lamp, battlefield, charity
Substantive Knowledge	<p>I can say if a toy is made from plastic, metal, wood or fabric.</p> <p>I know I can ask people who are older than me about toys in the past.</p> <p>I know what a spinning top, cup and ball, dominoes and Jacob's Ladder are and can describe them.</p> <p>I know the materials toys were made from have changed over time.</p> <p>I know a decade is ten years</p> <p>I can sequence 1950, 1960, 1970, 1980, 1990</p> <p>I know what matchbox toys, Meccano, Wombles and Rubik's cube are.</p> <p>I know vocabulary for new and old toys (old fashioned, faded, new-fangled, recent, current, modern)</p>		<p>Florence Nightingale was born in 1820 in Florence in Italy.</p> <p>Florence was alive when Queen Victoria was queen of England. Men and women were not equal at this time and there was a big divide between rich and poor people.</p> <p>A century is a period of 100 years.</p> <p>Florence Nightingale went to Scutari to help during the Crimean War.</p> <p>There were soldiers lying on dirty floors still wearing their bloody, filthy clothes. There were not enough blankets for each man and there were insects everywhere.</p>



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I know what 'generation' means.
I can look carefully at a toy and say if I think it is from my generation, my parent's or my grandparents.

During the Crimean War, more soldiers died in hospital than they did on the battlefield. Only 1 in 6 deaths at the hospital were due to war wounds. The rest resulted from diseases or infections caused by the poor conditions.
'...the very first requirement in a hospital that it should do the sick no harm'

Soldiers had beds and blankets.

They cleaned – soldiers, clothes, wounds, the hospital.

Florence began to be nicknamed 'the lady with the lamp' because she would walk around the ward at night, caring for the soldiers.

When she returned home, she was very famous thanks to all the newspaper articles that were written about her. In 1860, she established the Nightingale Training School for nurses and was the founding of modern nursing.

Before Florence Nightingale, nursing as we know it today didn't really exist. She made a lot of changes, not only to nursing but to how hospitals were run and organised. She is remembered as the mother of modern nursing.

Mary travelled to the Crimea and at the 'British Hotel' hospital. Mary cared for the soldiers, provided them with food and treated them with her herbal remedies. She became known as 'Mother Seacole'.



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			<p>Mary travelled to England and went to the War Office in London. She wanted to help with the work Florence Nightingale had started but was turned away.</p> <p>In those days there was a lot of racial prejudice which meant people were treated differently because of the colour of their skin. Mary wrote a book about her life called 'Wonderful Adventures of Mrs. Seacole in Many Lands'.</p> <p>Turkey awarded Mary Seacole a medal for her bravery.</p> <p>For about 100 years the work of Mary Seacole was forgotten but then a group of nurses in Jamaica reminded everyone of what she did.</p>
Disciplinary knowledge	<p>-Sequence events or objects in chronological order.</p> <p>-Sequence artefacts closer together in time.</p> <p>-Begin to describe similarities and differences between artefacts.</p> <p>-Sort artefacts into groups- 'then' and 'now'.</p> <p>-Ask and answer questions related to different sources and artefacts.</p> <p>-Sequence a collection of artefacts.</p> <p>-Ask questions (why, what, who, how, where, when) related to sources and artefacts and find answers</p> <p>-Communicate their knowledge through:</p> <ul style="list-style-type: none">● Discussion● Drawing pictures● Drama/role-play		<p>Find out about people and events in other times. Compare pictures or photographs of people or events in the past</p> <p>Develop empathy and understanding of life in the past through drama</p> <p>Identify different ways to represent the past</p> <p>Sequence events or objects in chronological order</p> <p>Communicate their knowledge through:</p> <ul style="list-style-type: none">● Discussion● Drawing pictures● Drama/role-play● Making models● Writing <p>Using ICT</p>



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- Making models
 - Writing
- Using ICT

Chestnut class (Year 3 and 4) Year A	How did Stone Age, Bronze Age, Iron Age people leave their mark on the world?	What secrets and stories do castles and palaces hold?	The Roman Empire and its impact on Britain and our local area
Substantive Concepts	Building, farming, migration, settlement, technology, tribe.	Attack, defence, invasion	Civilisation, conquest, culture, empire, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade
Key Vocabulary	Agriculture, archaeologist, bronze age, hillfort, hunter-gatherer, iron age, Mesolithic, migration, monument, neolithic, palaeolithic, prehistoric, settlement, technology, tribe.	Attack, battlements, catapult, concentric, crossbow, curtain walls, defend, drawbridge, longbow, motte and bailey, portcullis, scaling ladder, siege, stone keep, trebuchet, turret, William the Conqueror	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.
Substantive Knowledge	<ul style="list-style-type: none"> - In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers, and 	<ul style="list-style-type: none"> - Castles are fortified structures, predominately built during the Middle Ages. They were designed to protect the people who lived within their battlements from attack. - The three main types of castles are the motte and bailey castle, the stone keep castle, and the concentric castle. - The main features of a castle were the keep, thick stone walls, murder holes, moat drawbridge and portcullis. Many features of a castle were designed to defend it in an attack. - Many different methods were used to attack a castle, such as siege, catapults or 	<ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.



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	<p>jewellery.</p> <ul style="list-style-type: none"> - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection. 	<p>trebuchets, mining under the walls or using a scaling ladder.</p> <ul style="list-style-type: none"> - After the Norman conquest of England, William the Conqueror established a motte-and-bailey castle at Warwick in 1068 to maintain control of the Midlands as he advanced northwards. - After the Battle of Hastings in 1066, the Normans selected Oxford as an ideal place to build a Motte and Bailey castle. Norman baron Robert O'Doyly led the building of the castle. Over time, it transformed from a castle into a prison. - Blenheim palace was built as a gift to John Churchill, 1st Duke of Marlborough, from Queen Anne to thank him for his victory at the Battle of Blenheim on 13th August 1704. 	<ul style="list-style-type: none"> - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. - The Romans' legacy can be seen in many places around Britain today.
<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> - Place the time studied on a timeline. - Use terms related to the period and begin to date events. - Understand more complex terms e.g. BC/AD. - Find out about everyday lives of people in time studied. - Understand why people may have had to do something. - Compare lives of people in the past to our lives today. - Use a range of sources to find out about a period of history. - Observe small details in artefacts and pictures. - Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> - Place the time/ events studied on a timeline. - Sequence events or artefacts. - Use dates and terms related to the time being studied. - Identify reasons for and results of people's actions. - Understand why people may have had to do something. - Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in time studied. - Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> -Place the time/ events studied on a timeline. -Sequence events or artefacts. -Use dates and terms related to the time being studied. -Identify reasons for and results of people's actions. - Understand more complex terms e.g. BC/AD - Find out about everyday lives of people in time studied - Compare lives of people in the past to our lives today - Study change through the lives of significant individuals - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied



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	<ul style="list-style-type: none"> - Select and record information relevant to the study. - Use evidence to build up a picture of a past event. - Ask a variety of questions. - Offer a reasonable explanation for some events. - Use books and the internet for research. - Identify and give reasons for different ways in which the past is represented. - Distinguish between different sources and evaluate their usefulness. 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented. - Look at representations of the period- museum, cartoons etc. - Use a range of sources to find out about a period of history. - Select and record information relevant to the study. - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of questions. - Recall, select and organise historical information. - Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> - Offer a reasonable explanation for some events - Identify and give reasons for different ways in which the past is represented - Distinguish between different sources and evaluate their usefulness - Look at representations of the period- museum, cartoons etc. - Use a range of sources to find out about a period of history - Observe small details in artefacts and pictures
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Chestnut class (Year 3 and 4) Year B	A great adventure!	Stonesfield slate	Rivers	Ancient Egypt
Substantive Concepts	Exploration		Geography focus	Civilisation, culture, empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.
Key Vocabulary	Explorer, exploration, scurvy, frostbite, expedition, Discovery, Nimrod, Terra Nova, Ernest Shackleton, Robert Falcon Scott, terrain, Norwegian, Amundsen, insulating, sacrificed, supply depot	Slate, mining, fossils		Ancient, artefact, cartouche, civilisation, empire, Egypt, hieroglyphics, irrigation, mummification, Nile, papyrus, pharaoh, pyramids, silt, timeline, tomb, Tutankhamun, Valley of the kings
Substantive Knowledge	- In 1902, Robert Falcon Scott, Edward Wilson and Ernest Shackleton set off to try to find the South Pole on the Discovery Expedition.	- Stonesfield has changed and expanded over time. - Stonesfield is known for producing Stonesfield slate- the		- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which



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	<ul style="list-style-type: none"> - In 1908, Ernest Shackleton made another attempt to reach the South Pole on the Nimrod Expedition. - In 1910, Robert Falcon Scott set off on another expedition and they reached the South pole in 1912. However, the Amundsen Expedition had already reached the South Pole before them! The team were extremely disappointed not to be the first to get to the South pole. None of the team survived the return journey. - There were many challenges for the explorers who first went to the Antarctic. It was so cold that the equipment wouldn't work, and it was too cold for the animals. 	<p>name given to frost-split stone slates, originally produced in/ near the village.</p> <ul style="list-style-type: none"> - Many fossils have been found in the area, including jaw bones from the Megalosaurus. 		<p>supported farming, craft and was used for trade.</p> <ul style="list-style-type: none"> - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. - The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life.
<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> - Sequence events or artefacts - Use dates and terms related to the time being studied - Identify reasons for and results of people's actions - Observe small details in artefacts and pictures - Select and record information relevant to the study - Recall, select and organise historical information - Communicate knowledge and understanding 	<ul style="list-style-type: none"> - Use dates and terms related to the time being studied - Observe small details in artefacts and pictures - Compare lives of people in the past to our lives today - Select and record information relevant to the study - Communicate knowledge and understanding 		<ul style="list-style-type: none"> - Place events from period studied on a timeline - Use terms related to the period and begin to date events - Understand more complex terms e.g. BC/AD - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events - Identify reasons for and results of people's actions - Identify and give reasons for different ways in which the past is represented - Begin to evaluate the usefulness of different sources - Use information/ text books and historical knowledge



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				<ul style="list-style-type: none"> - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use books and the internet for research - Observe small details in artefacts and pictures - Recall, select and organise historical information - Communicate their knowledge and understanding
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Rowan class (Year 5 and 6) Year A	Coming to England	Oxford: City of Spires	The Mayans	Invaders: Anglo Saxons and Vikings
Substantive Concepts	Emigration, discrimination, citizenship, multiculturalism	Local knowledge, settlement	Civilisation, settlement	Emigration, settlement, invasions
Key Vocabulary	Windrush, generation, Caribbean, British Empire, nationality, commonwealth, citizenship, colonialism, West Indies, Tilbury docks, emigration, immigrant, discrimination, multiculturalism	Oxford, city, architecture, impact, developments, colleges, university, traditions, influence, evidence	Civilisation, drought, scribes, codices, maize, cacao beans, sacrifice, ritual, Mesoamerica	Angles, Christianity, Invaders, Kingdom, Pagan, Picts, Saxons, Scots. Danegeld, Exile, Kingdom, Outlawed, Pagan, Pillaged, Raid. Conquest, Culture, Farming, Kingdom, Migration, Religion, Ruler (King, Monarchy), Settlement, Trade, Tribe, War (Invasion, Conflict,) Wergild, Danelaw, Lindisfarne
Substantive Knowledge	-1833 Britain abolishes slavery. -1948 the British Nationality Act gives all commonwealth citizens	-Oxford was founded in the 9th century when Alfred the Great created a network of fortified towns called burghs	- The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. - The Maya had a writing system and professional scribes wrote books called	- The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes. -They name 'Angles' eventually became 'English' and their land became 'England' . -



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	<p>the right to settle and work in the UK. -1948 The Windrush arrived; postwar immigration begins. -1948-1971 People arrived in the UK from Commonwealth countries and were named 'The Windrush Generation'. - Floella Benjamin arrived in 1960. -10/03/ 2018 A British political scandal concerning the "Windrush generation" that challenged the right for these migrants and their families to reside in the UK despite being promised the right to remain</p>	<p>across his kingdom. - Oxford Castle was built in 1017 -The University of Oxford is first mentioned in the 12th century although the exact date of its foundation is unknown.The oldest of Oxford's colleges are University College, Balliol, and Merton, established sometime between 1249 and 1264.</p>	<p>codices which included information about astronomy, gods, war and history. They used syllabograms.</p> <ul style="list-style-type: none"> - The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld. - The Maya built cities, pyramids and ornate sculptures in the rainforest. - The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation. - The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century. 	<p>They came to Britain from across the North Sea in the middle of the 5th century.</p> <ul style="list-style-type: none"> - For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land. -The Anglo-Saxons were fierce people who fought many battles, including fighting each other. -The Anglo-Saxon period ended when the Normans conquered Britain in 1066 <p>Anglo Saxons</p> <ul style="list-style-type: none"> -The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. -At the end of this period, Christianity became the main religion in Britain. -Many places of worship were built, including Canterbury Cathedral. -Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. <p>Vikings</p> <ul style="list-style-type: none"> -The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands -King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. -In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was
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				<p>defeated by William the Conqueror who became the first Norman King of England.</p> <ul style="list-style-type: none"> - The Vikings raided places such as monasteries and pillaged expensive items to trade. By AD 878 the Vikings had settled permanently in Britain - William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). - William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.
<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> - Place current study on timeline in relation to other periods studied. - Use relevant dates and terms. - Know and sequence key events of time studied. - Use relevant terms and period labels. - Begin to identify primary and secondary sources. - Link sources and work out how conclusions were arrived at. 	<ul style="list-style-type: none"> - Place current study on timeline in relation to other periods studied. - Know key dates, characters and events of time studied. - To know key dates that have influenced the development of Oxford as a global city. - Make links between Woodstock and Oxford - Use different sources of 	<ul style="list-style-type: none"> -Place current study on timeline in relation to other periods studied. -Know key dates, characters and events of time studied. -Sequence up to ten events on a timeline. -Use relevant dates and terms. -Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. -Compare beliefs and behaviour with another period studied. -Link sources and work out how conclusions were arrived at. -Consider ways of checking the accuracy of interpretations- fact, fiction or opinion. -Be aware that different evidence will lead to different conclusions. -Use information books and the internet for research. -Recognise primary and secondary sources. -Use a range of sources to find out about an aspect of the time studied. 	<ul style="list-style-type: none"> -Identify key things that stayed the same between periods. -Identify key things that changed between periods. -Identify that there are reasons for continuities and changes across periods of time and explain some of these. -Understand that a cause is something directly linked to an event and not just something that happened before it. -Begin to understand that historical events create changes that have consequences. -Explain a series of directly related events that happened in the lead up to a historical event. -Understand that historical events have consequences that sometimes last long after the event is over. -Identify and give some examples of how life was different for different people in



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	<ul style="list-style-type: none">- Recognise primary and secondary sources.- Use evidence to build up a picture of life in time studied.- Select relevant sections of information.- Bring knowledge gathered from several sources together in a fluent account- Study different aspects of life for different people (e.g. men/women, rich/poor).- Examine causes and results of great events and the impact on people.- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.	<ul style="list-style-type: none">evidence to research buildings in Oxford.- Use relevant dates and terms.- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.- Compare beliefs and behaviour with another period studied.- Compare and contrast ancient civilisations- Link sources and work out how conclusions were arrived at.- Consider ways of checking the accuracy of interpretations- fact, fiction or opinion.- Be aware that different evidence will lead to different conclusions.- Use information books and the internet for research.	<ul style="list-style-type: none">-Know key dates, characters and events of time studied.-Suggest omissions and the means of finding out.-Bring knowledge gathered from several sources together in a fluent account.-Using key information children can sequence these events in chronological order- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.-Compare and contrast ancient civilisations.-Select and organise information to produce structured work, making appropriate use of dates and terms	<ul style="list-style-type: none">the same and different periods of time, such as different rights, different religious beliefs.-Identify and give some examples of how life was similar in the past.-Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
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- Recall, select and organise historical information.
- Communicate their knowledge and understanding.
- Consider ways of checking the accuracy of interpretations- fact, fiction or opinion.
- Compare accounts of events from different sources.
- Be aware that different evidence will lead to different conclusions
- Offer some reasons for different versions of events.
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
- Select and organise information to produce structured work, making

- Recognise primary and secondary sources.
- Use a range of sources to find out about an aspect of the time studied.
- Suggest omissions and the means of finding out.
- Bring knowledge gathered from several sources together in a fluent account.
- Using key information children can sequence events in chronological order
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.



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	appropriate use of dates and terms		
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Rowan class (Year 5 and 6) Year B	Space	Volcanoes, Earthquakes and Tsunamis	Rainforests	Groovy Greece
Substantive Concepts	Advances in technology, Politics, conflict,			Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).
Key Vocabulary	Satellite ,orbit,astronaut ,space race,International,space station, pioneer			Ancient, city state, civilisation, democracy, empire, legacies, myth.
Substantive Knowledge	-USSR won the space race with their satellite Sputnik 1. Sputnik 1 launched on 4 October 1957. Sputnik 1 spent 3 months in orbit and travelled about 37 million miles Laika was the first dog in space, travelling in Sputnik 2 12 April 1961-Yuri Gagarin becomes the first human in space			Ancient Greece was not a country. It was made up of city states: There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta. Independent city states existed for most of the ancient Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Following his death, his son, Alexander the Great, took over the empire along



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5 May 1961-Alan Shepard becomes the first American in space
Valentina Tereshkova became the first woman in space.
Alexey Leonov was the first person to walk in space
Nedelin catastrophe-killed 120 when the spaceship exploded.
3 crew were killed on the Apollo 1 when there was a fire on board.
Vladimir Komarov is killed when the Soyuz 2 crashes back to earth.

Neil Armstrong became the first man to walk on the moon on the 20th July 1969.

The Russians were the first to explore Mars in 1971
Dennis Tito was the first space tourist- he paid \$20,000,000 for the holiday.

with other lands that he conquered:

After Alexander the Great died, the Romans slowly took over parts of the empire.

There were many enslaved people in ancient Greece:

They made many objects and goods to be sold.

Many ancient Greek pots that survive today would have been made by enslaved people.

The Spartans were known for their strong army and ability to fight:

Much of what we see of the Spartans on television and in films is based on myth and does not present the Spartans accurately.

In childhood, boys were trained to be warriors. Girls were taught academic subjects and how to fight.

The Athenians were known for their cultural developments and learning. Girls did not go to school but many were taught how to look after the home and family.

Ancient Athens is where democracy began in around 508 BC:

Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote.

At that time, the only people allowed to take part in democracy were adult males



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				<p>who were citizens of Athens.</p> <p>The legacy of democracy still exists today in many parts of the world.</p> <p>The Olympics were first held in ancient Greece in 776 BC. This is one of the legacies of ancient Greece:</p> <p>Events included boxing, wrestling, running and chariot racing.</p> <p>Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms.</p> <p>The idea for the marathon also originates from this time.</p> <p>The ancient Greeks believed in many different gods and goddesses:</p> <p>Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.</p> <p>Festivals were held to celebrate the gods and goddesses.</p> <p>It is believed that the 12 most powerful gods lived on Mount Olympus.</p> <p>Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.</p> <p>The Trojan War is a very famous ancient Greek myth:</p> <p>Many people believe that it is a myth but that there is some historical truth behind it.</p> <p>The Trojan War was between the Greek</p>
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				<p>and the Trojan Armies.</p> <p>In the story, the Greeks pretended to surrender, leaving a gift of a giant horse for the Trojans. The gift was brought inside the city walls. During the night, Greek soldiers hiding inside the horse let the Greek army inside Troy's walls and the city was destroyed.</p>
Disciplinary knowledge	<p>Place their growing knowledge of global history in context of the conflict and politics of the time. Know and understand significant aspects of the history of the wider world:exploring achievements of mankind.</p> <p>Identify historically significant people and events from a period of history. Explain in detail what they did or what happened. What happens when space travel goes wrong? Discuss how significant events in history can influence the future.</p>			<p>Place current study on timeline in relation to other periods studied.</p> <p>Use relevant dates and terms.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Sequence up to 10 events on a timeline.</p> <p>Make comparisons between different times in history.</p> <p>Study different aspects of life for different people (e.g. men/women, rich/poor)</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late times studied</p>



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Identify historically significant people and events from a period of history. Explain in detail what they did or what happened. What happens next for space travel? Discuss how significant events in history can influence the future.

Compare an aspect of life with the same aspect in another period

Compare accounts of events from different sources

Offer some reasons for different versions of events

Begin to identify primary and secondary sources

Use evidence to build up a picture of life in time studied

Select relevant sections of information

Use books and the internet for research with increasing confidence

Recall, select and organise historical information

Communicate their knowledge and understanding

Link sources and work out how conclusions were arrived at

Consider ways of checking the accuracy of interpretations- fact, fiction or opinion



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				<p>Be aware that different evidence will lead to different conclusions</p> <p>Use information books and the internet for research</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of the time studied</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms</p>
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