



EYFS

Early Learning Goals most closely linked to the History National Curriculum.

Understanding the World - Past and Present

Reception

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Aims of the History National Curriculum

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;• events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];• significant historical events, people and places in their own locality.	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age;• the Roman Empire and its impact on Britain;• Britain’s settlement by Anglo-Saxons and Scots;• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;• a local history study;• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;• Ancient Greece – a study of Greek life and achievements and their influence on the western world;• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



Ratby Primary School History Curriculum, Knowledge, Skills and Vocabulary



This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge and learning.

Learn about changes within living memory						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Aut 1 Me and my Community</p> <p>Aut 2 Dangerous Dinosaurs</p> <p>Sum 1 Once Upon a Time – Jack and the Beanstalk</p>	<p>Knowledge Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Skill Identify similarities and differences between ways of life within or beyond living memory.</p> <p>Knowledge Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p>Y1 Superheroes</p>	<p>Knowledge Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Skill Describe how an aspect of life has changed over time.</p> <p>Y2 Street Detectives</p>				
Learn about changes beyond living memory						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Aut 1 Me and my Community</p> <p>Aut 2 Dangerous Dinosaurs</p> <p>Sum 1 Once Upon a Time – Jack and the Beanstalk</p>	<p>Knowledge Significant historical events include those that cause great change for large numbers of people.</p> <p>Skill Describe a significant historical event in British history.</p> <p>Y1 Bright Lights, Big City</p> <p>Knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>Skill Identify some key features of a significant historical event beyond living memory.</p> <p>Y1 Dinosaur Planet</p> <p>Y1 Moon Zoom</p> <p>Y1 Superheroes</p>	<p>Knowledge Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>Skill Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Knowledge A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Skill Sequence significant information in chronological order.</p> <p>Y2 Land Ahoy!</p> <p>Y2 Towers, Tunnels and Turrets</p>				

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Learn about the lives of significant individuals in the past who have contributed to national and international achievements.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Sum 1 Once Upon a Time – Jack and the Beanstalk / Castles</p> <p>Sum 2 Monet (Artist) Matisse (Artist)</p>	<p>Knowledge A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p> <p>Skill Understand the term significant and explain why a significant individual is important.</p> <p>Y1 Dinosaur Planet</p> <p>Y1 Moon Zoon</p> <p>Y1 Superheroes</p>	<p>Knowledge Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Skill Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Y2 Land Ahoy!</p> <p>Knowledge Important individual achievements include great discoveries and actions that have helped many people.</p> <p>Skill Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Y2 Towers, Tunnels and Turrets</p>				
Learn about significant historical events, people and places in their own locality.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Aut 1 Me and my Community</p> <p>Spr 2 Big Wide World</p>	<p>Knowledge Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p> <p>Skill Describe important events in the school's history</p> <p>Y1 Bright Lights, Big City</p>	<p>Knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>Skill Describe, in simple terms, the importance of local events, people and places.</p> <p>Y2 Street Detectives</p>				
Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Knowledge Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Skill Order information on a timeline.</p> <p>Y1 Bright Lights, Big City</p> <p>Y1 Moon Zoom</p>		<p>Knowledge Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Skill Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Y4 Traders and Raiders</p> <p>Knowledge Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Skill Sequence dates and information from several historical</p> <p>Y3 Tribal Tales</p>	<p>Knowledge Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Skill Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Y4 Potions</p>		
Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6



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	Knowledge A monarch is a king or queen who rules a country. Skill Describe the role of a monarch. Y1 Bright Lights, Big City	Knowledge Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Skill Describe the hierarchy of a past society. Y2 Towers, Tunnels and Turrets		Knowledge Historical terms include abstract nouns, such as invasion and monarchy. Skill Use more complex historical terms to explain and present historical information. I am Warrior!	Knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Skill Articulate and organise important information and detailed historical accounts using topic related vocabulary. Y5 Off with Her Head!	Knowledge Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Skill Use abstract terms to express historical ideas and information. Y6 Child’s War
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Knowledge Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Skill Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Y1 Superheroes Y1 Dinosaur Planet Y1 Bright Lights, Big City	Knowledge A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Skill Use the historical terms year, decade and century. Y2 Towers, Tunnels and Turrets	Knowledge Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. Skill Explain the similarities and differences between two periods of history. Y3 Tribal Tales Knowledge Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Skill Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Y4 Traders and Raiders Knowledge Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Skill Summarise how an aspect of British or world history has changed over time. Y3 Scrumdidlyumptious Knowledge Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Skill Use historical terms to describe different periods of time. Y3 Tribal Tales Knowledge Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Skill Make choices about the best ways to present historical accounts and information. Y3 Tribal Tales Knowledge The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-	Knowledge Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Skill Compare and contrast two civilisations. Y3 Gods and Mortals Knowledge Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Skill Sequence significant dates about events within a historical time period on historical timelines. Y4 I am Warrior! Knowledge Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Skill Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Y4 I am Warrior! Y4 Potions Knowledge Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Skill Make choices about the best ways to present historical accounts and information. Y3 Gods and Mortals Knowledge The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	Knowledge Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Skill Compare and contrast an aspect of history across two or more periods studied. Knowledge Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country’s culture and language. Skill Explain how everyday life in an ancient civilisation changed or continued during different periods. Knowledge Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Skill Frame historically valid questions about continuity and change and construct informed responses.	Knowledge Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Skill Sequence and make connections between periods of world history on a timeline. Y5 Pharaohs Knowledge Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Skill Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Y6 A Child’s War Knowledge The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Skill Describe the causes and consequences of a significant event in history. Y6 Child’s War and Fallen Fields



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			<p>term, such as the change in language and society after an invasion.</p> <p>Skill Explain the cause and effect of a significant historical event.</p> <p>Y3 Tribal Tales</p> <p>Knowledge Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>Skill Sequence significant dates about events within a historical time period on historical timelines.</p> <p>Y4 Traders and Raiders</p> <p>Knowledge Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Skill Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Y3 Blue Abyss</p> <p>Y4 Road Trip USA!</p> <p>Y4 Traders and Raiders</p>	<p>Skill Explain the cause and effect of a significant historical event.</p> <p>Y3 Gods and Mortals</p>		
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. (Breadth)						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Knowledge Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>Skill Use a range of historical artefacts to find out about the past.</p> <p>Knowledge Historical sources include artefacts, written accounts, photographs and paintings.</p> <p>Skill Express an opinion about a historical source.</p> <p>Y1 Dinosaur Planet</p>	<p>Knowledge Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p>Skill Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Y2 Land Ahoy!</p> <p>Y2 Towers, Tunnels and Turrets</p> <p>Knowledge Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p> <p>Skill Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Y2 Towers, Tunnels and Turrets</p>	<p>Knowledge A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>Skill Construct a profile of a significant leader using a range of historical sources.</p> <p>Y4 Road Trip USA</p> <p>Y4 Traders and Raiders</p> <p>Knowledge Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.</p> <p>Skill Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Y3 Tribal Tales</p> <p>Y4 Traders and Raiders</p>	<p>Knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Skill Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Y3 Tremors</p> <p>Knowledge A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>Skill Construct a profile of a significant leader using a range of historical sources.</p> <p>Y4 I am Warrior!</p> <p>Knowledge Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>Skill Explain how the design, decoration and materials used to make an artefact can provide evidence of the</p>	<p>Knowledge Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>Skill Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Knowledge Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> <p>Skill Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Y5 Off with her head!</p>	<p>Knowledge Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Skill Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Y5 Pharaohs</p> <p>Knowledge Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Skill Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Y6 Frozen Kingdom</p> <p>Knowledge Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source</p>



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				<p>wealth, power and status of the object’s owner.</p> <p>Y4 I am Warrior!</p> <p>Knowledge Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>Skill Identify bias in primary and secondary sources.</p> <p>Knowledge A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p> <p>Skill Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint.</p> <p>Y4 Tremors</p> <p>Knowledge The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.</p> <p>Skill Explain how artefacts provide evidence of everyday life in the past.</p> <p>Y3 Gods and Mortals</p>		<p>contain any information that is untrue?’</p> <p>Skill Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Knowledge Different types of bias include political, cultural or racial.</p> <p>Skill Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Pharaohs</p>
Learn about changes in Britain from the Stone Age to the Iron Age.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			<p>Knowledge Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Y3 Tribal Tales</p> <p>Skill Describe the everyday lives of people from past historical periods.</p> <p>Knowledge Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p>			



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			<p>Skill Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Y3 Tribal Tales</p> <p>Knowledge The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>Skill Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Y3 Tribal Tales</p>			
Learn about the Roman Empire and its impact on Britain.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			<p>Knowledge Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>Skill Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>Y3 Tremors</p>	<p>Knowledge The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <p>Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Knowledge Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.</p> <p>Skill Describe the hierarchy and different roles in past civilisations.</p> <p>Knowledge Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom.</p>		



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				<p>Some were auxiliary soldiers in the Roman army.</p> <p>Skill Describe the hierarchy and different roles in past civilisations.</p> <p>Knowledge Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p>Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Knowledge Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p>Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.</p> <p>Skill Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p> <p>Skill Explain the cause and consequence of invasion and migration by the Romans into Britain.</p>		
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				Y4 I am Warrior!		
Conduct a local history study.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				Knowledge A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Skill Describe and explain the impact of a past society on a local settlement or community. Y4 I am Warrior (Visit to Jewry Wall)	Knowledge Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). Skill Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. Y5 Off with her Head! Visit to Bradgate Park – Linked to Lady Jane Grey	Knowledge Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Skill Present an in-depth study of a local town or city, suggesting how to source the required information. Y6 A Child's War/ Fallen Fields (A visit to Coventry Cathedral)
Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				Knowledge The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Skill Describe the achievements and influence of the ancient Greeks on the wider world. Y3 Gods and Mortals		
Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			Knowledge The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Skill Describe the significance and impact of power struggles on Britain. Y4 Traders and Raiders			
Learn about Britain's settlement by Anglo-Saxons and Scots.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			Knowledge Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex,			

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			Middlesex and East Anglia. Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Y4 Traders and Raiders			
Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
					Knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Skill Create an in-depth study of an aspect of British history beyond 1066. Y5 Off with Her Head!	Knowledge Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Skill Articulate the significance of a historical person, event, discovery or invention in British history. Y6 Darwin's Delights
Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			Knowledge The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Y4 Road Trip USA!		Knowledge The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Y6 Hola Mexico	
Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				Knowledge Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Skill Describe the hierarchy and different roles in ancient civilisations. Y3 Gods and Mortals Y4 I am Warrior		Knowledge The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Y5 Pharaohs



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Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				<p>Knowledge Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Skill Explain in detail the multiple causes and effects of significant events.</p> <p>Y3 Tremor</p>	<p>Knowledge Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Skill Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Y5 Off with Her Head!</p>	<p>Knowledge Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Skill Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Y5 Pharaohs</p> <p>Knowledge Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>Skill Describe and explain the significance of a leader or monarch.</p> <p>Y6 A Child's War</p>
Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
					<p>Knowledge The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Skill Study a feature of a past civilisation or society.</p> <p>Hola Mexico</p> <p>Knowledge Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>Skill Explain why an aspect of world history is significant.</p> <p>Y5 Off with Her Head!</p> <p>Y5 Stargazers</p>	<p>Knowledge 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.</p> <p>Skill Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Y6 A Child's War</p> <p>Knowledge An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Skill Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Y6 A Child's War</p> <p>Knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied</p> <p>Y6 A Child's War</p> <p>Y6 Darwin's Delights</p> <p>Y6 Frozen Kingdom</p>



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EYFS			Year 1 and 2					
today	yesterday	tomorrow	1960s	century	encounter	important	modern	rescue
the present	the past	the future	America	Christopher Wren	era/period	inventions	moon landing	research
day	week	month	anachronism	chronological order	evidence	investigate	newspapers	rocket
long ago	old	new/recent	ancient	Colombus	experts	King James	opinion	Samuel Pepys
parent	grand parent	great grand parent	Armstrong	danger	explorers	letters	Parliament	secret
clue	memory	lifetime	artefact	date order	grandparents’ time	living memory	photograph	
calendar	Who?	What?	Atlantic Ocean	decade	Guy Fawkes	long ago	pioneer	
materials	plastic	remember	because	detective	historians	materials	plastic	
			brave	diary	homes	mechanical	plotters	
			camera	different	houses	memorial	Protestant	
			Catholic	drawing	impact	memories	remembers	

Year 3 and 4				Year 5 and 6				
A.D (Anno Domini)	civilisation	importance	raids	anachronism	cause/s	empire	infer	Native Americans
achievements	colony	infer	reason	20 th century	Celts	epidemics	Iron Age	North Africa
anachronism	conquest	invasion	religion	A.D (Anno Domini)	cenote	era/period	legacy	on one hand
Ancient Greece	consequences	invasions	republic	agriculture	Central America	excavate	legislation	one sided
archaeologist	continuity	invention	reputation	alliance	change	execution	male heir	Parliament
archaeology	conversion	Iron Age	resistance	anachronism	child labour	extent of change	may be	Pharaoh
army/soldiers	could be	kingdoms	revolt	Ancient civilisations	chronological order	extent of change...	Mexico	pok-ol-pok
Athens	culture	legacy	Roman withdrawal	Ancient Egypt	city-state	extent of continuity	Middle Ages	primary evidence
B.C (Before Christ)	Danegeld	may be	Romans	Ancient Egyptians	codex	extent of continuity...	might have been	propaganda
B.C.E (Before the Common ERA)	democracy	Middle Ages	sacrifice	Ancient Greece	consequences	eye witness	might have been...	Protestant
Boudicca	effects	migration	second hand evidence	archaeologist	continuity	fertile	millennium	pyramid
Britons	Emperor	millennium	settlements	archaeology	could have been	first civilisations	mills/factories	recruit
Bronze Age	empire	museum	settlers	astrology	could have been...	flood	mistake	reformers
C.E (The Common Era)	era/period	My conclusion is that....	significance	astronomy	culture	historian	monarchy	reliability
Caesar	first hand evidence	myths and legends	Skara Brae	attitudes	democracy	Home Front	monasteries	reliable
cause/s	gods/goddesses	Neolithic	sources	B.C (Before Christ)	different experiences	Houses of Parliament	morale	represent
Celts	hill forts	nomad/nomadic	Sparta	B.C.E (Before the Common Era)	diversity	however	motive	Roman Catholic
change	historian	oral history	spirits	biased	divorce	I can infer that...	My conclusion is that...	secondary evidence
Christianity	hunter-gatherer	outpost	Stone Age	Blitz	effects	impact	My conclusion is that....	significance
				C.E (The Common Era)	Egyptologist	impression	nation	stele



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Moon Zoom	Bright Lights, Big City	Dinosaur Planet	Land Ahoy	Street Detective	Towers, Tunnels and Turrets
Life time, great grandparent,1960’s, America, Armstrong, camera, decade, date order, living memory, moon landing, newspaper, rocket, chronological order, Columbus, explorers, living memory, moon landing, newspapers, rocket.	Bakery, capital city, cathedral, monarch, monarchy, palace, queen, royal, Catholic, century, Christopher Wren, diary, drawing, Guy Fawkes, historians, investigate, letters, parliament, plotters, protestant, remembers, Samuel Pepys, secret.	Excavate, extinct, fossil, era/period, evidence, ancient, experts, important, research.	Age of Sail, Atlantic Sea, brave, danger, encounter, inventions, long ago, materials, mechanical, pioneer, rescue.	Community, council, investigate, Mayor, questionnaire, survey, settlement, detective, different, era/period, evidence, Grandparent time, homes, houses, impact, memorial, memories, modern, newspapers, opinion, photograph, plastic.	Arch, archer, bailey, battlement, castle, drawbridge, fortress, keep, lord, medieval, moat, motte, passage, portcullis, rampart, Saxon, tower, tunnel, turret, viaduct

Hola Mexico	Gods & Mortals	Tribal Tales	I am Warrior	Traders and Raiders	Fallen Fields & A Child’s War	Off with her Head	Pharaohs
Ancient, civilisation, Day of the Dead, Maya deity, Maya glyphs, Maya stelae, Maya temple,	Amphora, anoint, artefact, cavalry, city-state, conquer, council, deity, divine, formation, god, hero, hoplite, hydria, invasion, jury, kantharos, krater, kylix, labyrinth, legend, lekanis, marathon, meander, minotaur, mortal, Olympic Games, Pandora’s Box, papyrus, peltast, phalanx, psiloi, sceptre, skyphos, synchronise, temple, trial, volute krater, warrior	archaeologist, archaeology, artefact, barrow, cremate, fortified, monument, peat, prehistory, tribe Bronze Age collar, bowl of pottage, torc, cart, clay beaker, stone circle, Iron Age Fire, ring, iron-tipped, cauldron, tools, loom Stone Age hammerstone, bow and arrow, harpoon point, flint handaxe, hatchet with stone head, bone needle, stone awl,	amphitheatre, aqueduct, barbarian, Britannia, Caledonia cassis, Celts, centurion, chariot, Colosseum, conquer, defeat, elect, emperor, empire, forum, Gaul, gladiator, gladius, Hibernia, invade, invader, Invictus, lanista, Latin, legion, mosaic, pilum, pugio, rebellion, Roman Empire, Roman numerals, Romans, republic, revolt, , scutum, servus, soliloquy, standard, taxes, tribe, via, wattle and daub	account, Angle, Anglo-Saxon, artefact, Arthurian, attack, battleaxe, Britannia, charm, chieftain, conquer, custom, Dark Age, defend, deity, Germanic, indigenous, invader, Jute, kingdom, legend, longhouse, Middle Ages, monk, Offa’s Dyke, plunder, raiders, Roman Empire, Saxon, Saxon shore fort, scholar, seax, settlement, skald, territory, thegn’s great hall, traders, Viking	Fallen Fields Air raid, airship, alliance, Archduke Franz Ferdinand, armistice, assassinate, Commonwealth, conscription, David Lloyd George, Eastern Front, first-hand evidence, Gavrilo Princip, Hindenburg Line, home front, Kaiser Wilhelm I, Last Post, League of Nations propaganda, Remembrance Day A Child’s War Adolf Hitler, air raid, air raid shelter, air raid siren, Allied powers, Anderson shelter, Anne Frank, Axis power, Battle of Britain, billeting officer, blackout, Blitz, concentration camp, D-Day, evacuate., evacuees, gas mask, Holocaust, Morrison shelter, Nazi, propaganda, rationing, refugee, Spitfire, United Nations, V-E Day, Winston Churchill	Allegation, annulment, arrest, banquet, beheading, Catholicism, Christianity, Church of England, conspiracy. coronation, court, divorce, dynasty, embroidery, English Reformation, evidence, execution, exile, heir, Henry’s ‘Great Matter’, judgement, miniature, monarch, motive, offence, Ordinances of Eltham, patronage, plea, plot, privy chamber, Protestantism, rebellion, reign, sentence, succession, treason, trial, Tudor,	Afterlife, amulet, apprentice, Book of the Dead, canopic jar, cartouche, curse, deity, Egyptologist, embalmer, eternal life, Giza, hieroglyphics, linen, mummy, mummification, natron, nemes, ointment, pharaoh, preserve, pyramid, ritual, River Nile, Rosetta Stone, sarcophagus, sphinx, tomb, Tutankhamun, underworld, Valley of the Kings, wedjat