

## History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- 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.

History skills will be taught as an integrated part of a theme-based curriculum, with skills being applied in relation to each class' current topic.

|                   |                             | Year 1   | Year 2  | Year 3  | Year 4   | Year 5   | Year 6  |
|-------------------|-----------------------------|--|---|---|--|--|---|
| <b>Comparison</b> | <b>Compare and contrast</b> | Identify similarities and differences between ways of life within living memory. Identifying similarities and differences helps us to make comparisons between life now and in the past. | Describe what it was like to live in a different period. A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.   | Explain the similarities and differences between two periods of history. 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.   | Compare and contrast two civilisations. 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.   | Compare and contrast an aspect of history across two or more periods studied. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.  | Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. 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. |
| <b>Humankind</b>  | <b>Everyday life</b>        | Describe an aspect of everyday life within living memory. Aspects of everyday life include houses, jobs, objects, transport and entertainment.   | Describe the everyday lives of people in a period within or beyond living memory. 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. | Describe the everyday lives of people from past historical periods. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather 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. | Describe the 'Romanisation' of Britain including the impact of technology, culture and beliefs. 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. | Explain how everyday life changed for people after invasion. Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life. | Evaluate the human impact of war or conflict on the everyday life of a past or ancient society. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.   |
|                   | <b>Hierarchy and power</b>  | Describe the role of a monarch. A monarch is a king or queen who rules a country.  | Describe the hierarchy of a past society. 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                        | Describe the roles of tribal communities and explain how this influenced everyday life. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle. Communities created permanent settlements made up  | Describe the hierarchy and different roles in ancient civilisations. Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.  | Describe the significance and impact of power struggles on Anglo-Saxon Britain. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who   | Describe and explain the significance of a leader or monarch. 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  |

## History

|        |                   |   |  |  |   |  |  |
|--------|-------------------|---|--|--|---|--|--|
|        |                   |   | middle and poor workers or slaves at the bottom.   | of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.   |   | 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.  | innovation or introducing new religious or political ideologies.   |
|        | Civilisations     |   |  | Describe how past civilisations or people in Britain developed during the Stone Age, Iron Age and Bronze Age. 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. | Explain the cause and consequence of invasion and migration by the Romans into Britain. 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. | Describe the achievements and influence of the ancient Greeks on the wider world. 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 and philosophy and art, architecture and theatre.  | Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. |
|        | Everyday life     |   |  | Describe everyday life in a Roman town, including jobs, houses and schooling. 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.  | Create an in-depth study of an aspect of British history beyond 1066. 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.   |  |  |
|        | Civilisations     |   |  | Describe ways in which human invention and ingenuity changed the way people live. 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, writing of Shakespeare and the Industrial Revolution.    | Construct a narrative of a past civilisation, focusing on their features and achievements. The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.   | Explain the cause, consequence and impact of invasion and settlement in Britain. 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, Middlesex and East Anglia. | Describe some of the greatest achievements of mankind and explain why they are important. A great 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.  |
|        | Civilisations     |   |  | Describe the achievements and influence of the ancient Greeks on the wider world. 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 and philosophy and art, architecture and theatre.                                | Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest 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.  | Study a feature of a past civilisation or society. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.   | Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, government, 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 be seen in society today.                           |
| Change | Changes over time | Describe changes within living memory (approximately 100 years). Changes within living memory have happened over the last 100 years | Describe how an aspect of life has changed over time. Life has changed over time due to changes in technology, inventions, society, use of materials, land | Summarise how an aspect of British or world history has changed over time. Aspects of history that can change over time include rule and government, jobs,   | Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Changes over time can happen rapidly or slowly and are  | Frame historically valid questions about continuity and change and construct informed responses. Continuity is the concept that aspects of life, such as rule  | Describe the causes and consequences of a significant event in history. The causes of significant events can be long-term and revolve around set ideologies, institutions,   |

## History

|              |                    |   |   |   |  |  |   |
|--------------|--------------------|---|---|---|--|--|---|
|              |                    | and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.  | use and new ideas about how things should be done.  | health, art and culture, everyday life and technology.  | affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.   | 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.                                     | 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 variety of consequences for individuals, small groups of people or society as a whole.  |
|              | British history    | Describe a significant historical event in British history. Significant historical events include those that cause great change for large numbers of people.  | Describe and explain the importance of an individual's achievements. Important individual achievements include great discoveries and actions that have helped many people. Examples include Florence Nightingale's improvements in hygiene and hospital care and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth. | Describe how a significant event or a significant person in British history changed or influenced how people live today. 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. | Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.   | Create an in-depth study of an aspect of British history beyond 1066. 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.            | Debate the significance of a historical person, event, discovery or invention in British history. 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. |
|              | Chronology         | Order information on a timeline. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.   | Sequence details about an event beyond living memory in chronological order. 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.   | Sequence dates and information from several historical periods on a timeline. 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 0 AD marks the birth of Christ in the Gregorian calendar.  | Sequence significant dates about events within an historical time period on historical timelines. 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.   | Sequence, and make connections between, periods of world history on a timeline. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC. | Articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.   |
|              | British history    |   |   |   | Explain the cause, consequence and impact of invasion and settlement in Britain. 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, Middlesex and East Anglia. |  |   |
|              |                    |   |   |   |  |  |   |
| Significance | Significant events | Identify some key features of a significant historical event beyond living memory. 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. | Explain why an event from the past is significant. Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.   | Explain the cause and effect of a significant historical event. 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.   | Explain in detail the multiple causes and effects of a significant historical event. 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,  | Explain why an aspect of world history is significant. 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.   | Present a detailed historical narrative about a significant global event. Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.                           |

## History

|                   |                            |  |  |   |   |  |   |
|-------------------|----------------------------|--|--|---|---|--|---|
|                   |                            |  |  |   | improvements in quality of life or damage and destruction from a natural disaster.  |  |   |
|                   | <b>Significant people</b>  | Explain why a significant individual is important. Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong. | Describe the impact of a significant historical individual. The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel. | Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them. People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes. | Construct a profile of an significant leader using a range of historical sources. 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. | Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. 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 and protest against injustice. | Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals     |
| <b>Creativity</b> | <b>Report and conclude</b> | Create stories, pictures and role play about historical events, people and periods. Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.   | Present historical information in a simple non-chronological report, fact file, story or biography. 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.                                | Make choices about the best way to present historical accounts and information. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.   | Present a thoughtful selection of relevant information in a historical report or in-depth study. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.   | Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. 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.  | Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. 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). |