

National Curriculum History Key Stage 1			
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.			
Pupils should be taught about:			
<ul style="list-style-type: none"><li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li><li>• Events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements;</li><li>• Comparing aspects of life in different periods significant historical events, people and places in their own locality;</li></ul>			
Key Stage 1 Cycle A		Key Stage 1 Cycle B	
Significant People: Florence Nightingale, Mary Seacole & Captain Tom Moore	Castles Tower of London, Kings & Queens	How transport has evolved through History.	Significant individuals: Neil Armstrong; Events beyond living memory, moon landing.
The Great Fire of London.	Homes and Houses comparison between now and then.	Toys: Then and Now	
	Great Horwood Fire Local History Study		

National Curriculum History Key Stage 2			
<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 and that different versions of past events may exist, giving some reasons for this.</p>			
<p>At Great Horwood we study the following topics across a two year cycle.</p>			
Year 3 and 4 Cycle A	Year 3 and 4 Cycle B	Year 5 and 6 Cycle A	Year 5 and 6 Cycle B
<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, e.g. Boudica</li> <li>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p><b>A local history study – a study of an aspect of history dating from a period beyond 1066 that is significant in the locality</b></p> <p><b>Life for Victorian children</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>Links to Waddesdon Manor</li> <li>Great Horwood CE School is a Victorian School Founded 1861</li> </ul>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>

*Italics – Target Tracker Statements*

			<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> Including: <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>
<b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared:</b> <ul style="list-style-type: none"> <li>• Ancient Egypt</li> </ul>	<b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.	<b>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066</b> <ul style="list-style-type: none"> <li>• Industrial Revolution &amp; the development of Railways</li> </ul>	<b>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 that is significant in the locality</b> <ul style="list-style-type: none"> <li>• World War II Bletchley Park</li> </ul>
	<b>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066</b> <ul style="list-style-type: none"> <li>• History of Disease and medicines over time</li> </ul>	<b>A non-European society that provides contrasts with British history</b> - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;	

*Italics – Target Tracker Statements***History – Chronological Understanding**

**NC** 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.

**NC:** They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b><i>Sequence events and recount changes within living memory</i></b></li> <li>• Put up to three objects from recent History into chronological order</li> <li>• <i>Places known events in the order of when they happened</i></li> <li>• <b><i>Uses common words and phrases relating to the passing of time</i></b></li> <li>• Can talk about things that happened when they were little</li> <li>• Recognise that a story that is read to them may have happened a long time ago</li> <li>• Knows that some objects belonged to the past</li> <li>• Retells a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the words 'past' and 'present' accurately</li> <li>• <b><i>Uses a range of appropriate words and phrases to describe the past</i></b></li> <li>• Sequences a set of events in chronological order and gives reasons for their order</li> <li>• <b><i>Describes where people and events fit within a timeline and identify similarities and differences between ways of life in different periods</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Uses an increasing range of common words and phrases relating to the passing of time</i></b></li> <li>• Describe events and periods using a range of words (see vocabulary list)</li> <li>• Describe events from the past using dates when things happened</li> <li>• <b><i>Describes memories of key events in his/her life using historical vocabulary</i></b></li> <li>• Uses a timeline within a specific time in history to set out the order things may have happened</li> <li>• Uses their mathematical knowledge to work out</li> </ul>	<ul style="list-style-type: none"> <li>• Plots recent history on a timeline using centuries</li> <li>• <i>Places periods of history on a timeline showing periods of time</i></li> <li>• Uses their mathematical skills to round up time differences into centuries and decades</li> <li>• <b><i>Uses historic terms related to the period of study</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Uses dates and historical language in their work</li> <li>• Draws a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc.</li> <li>• Uses their mathematical skills to work out exact time scales and differences as need be</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Describes a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods</i></b></li> <li>• Describes where a period of history fits on a timeline</li> <li>• Places a specific event on a timeline by decade</li> <li>• Places features of historical events and people from past societies and periods in a chronological framework</li> <li>• <b><i>Notices connections, contrasts and trends over time and show some use of historical</i></b></li> </ul>

***Italics – Target Tracker Statements***

<ul style="list-style-type: none"> <li>set in the past</li> <li>Explains how they have changed since they were born</li> </ul>		how long ago events would have happened			<i>terms</i>
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History – Historical Enquiry					
<b>NC:</b> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li><b><i>Asks and answers questions about old and new objects</i></b></li> <li>Identifies old and new things in a picture</li> <li><i>Finds answers to some simple questions about the past from simple sources of information</i></li> <li>Answers questions using an artefact/ photograph provided</li> <li><b><i>Describes some simple similarities and differences between manmade objects</i></b></li> <li>Gives plausible explanations about what an object was used for</li> </ul>	<ul style="list-style-type: none"> <li>Researches something about the past by talking to an older person</li> <li>Answers questions by using a specific source, such as an information book</li> <li>Researches the life of a famous significant person from the past using different resources/sources to help them</li> <li>Researches about a famous event that happens in Britain and why it has been happening for some time</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>Uses various sources of evidence to answer questions</li> <li>Uses various sources to piece together information about a period in history</li> <li>Researches a specific event from the past</li> <li>Uses their 'information finding' skills in writing to help them write about historical</li> </ul>	<ul style="list-style-type: none"> <li><i>Uses sources of information in ways that go beyond simple observations to answer questions about the past</i></li> <li>Researches two versions of an event and say how they differ</li> <li>Researches what it was like to live in a given period from the past and use photographs and illustrations to present their findings</li> <li>Give more than one reason to support an historical argument</li> <li><b><i>Uses a variety of resources to find out</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Researches what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>Tests out a hypothesis in order to answer a question</li> <li>Appreciates how historical artefacts have helped us understand more about British lives in the present and past</li> <li><b><i>Compares sources of information available for the study of different times in the past</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Examines at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>Identifies and explains their understanding of propaganda</li> <li>Describe a key event from Britain's past using a range of evidence from different sources</li> </ul>

***Italics – Target Tracker Statements***

in the past • <b><i>Sorts historical objects from 'then' and 'now'</i></b>	• Researches the life of someone who used to live in their area using the Internet and other sources to find out about them	information • Through research, identifies similarities and differences between given periods in history	<b><i>about aspects of life in the past (historical enquiry)</i></b>		
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### History – Knowledge and Interpretation

**NC:** They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Appreciates that some famous people have helped our lives be better today</li> <li>Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li> <li>Understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> </ul>	<ul style="list-style-type: none"> <li>Recounts the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later</li> <li>Explains how their local area was different in the past</li> <li>Recounts some interesting facts from an historical event, such as where the 'Fire of London' started</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that the early Brits would not have communicated as we do or have eaten as we do</li> <li>Describes what life would have been like for the early settlers</li> <li>Recognise that Britain has been invaded by several different groups over time</li> <li>Understands that invaders in the past would have fought</li> </ul>	<ul style="list-style-type: none"> <li>Explains how events from the past have helped shape our lives</li> <li>Appreciates that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> <li>Knows that people who lived in the past cooked and travelled differently and used different weapons from ours</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events from the different period/s they are studying/have studied</li> <li><b><i>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</i></b></li> <li>Explains the role that Britain has had in spreading Christian</li> </ul>	<ul style="list-style-type: none"> <li>Summarises the main events from a specific period in history, explaining the order in which key events happened</li> <li>Summarise how Britain has had a major influence on world history</li> <li>Summarise what Britain may have learnt from other countries and civilizations through time gone by and more</li> </ul>

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<ul style="list-style-type: none"> <li>Identifies the main differences between old and new objects</li> <li><b><i>Identifies some similarities and differences between ways of life in different periods</i></b></li> <li>Identifies objects from the past, such as vinyl records</li> <li><b><i>Relates their own account of an event and understand that others may give a different version</i></b></li> <li><b><i>Understands key features of events</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Give examples of things that are different in their life from that of their grandparents when they were young</li> <li>Explains why Britain has a special history by naming some famous events and some famous people</li> <li>Explains what is meant by a parliament</li> <li><b><i>Describes changes within living memory and aspects of change in national life</i></b></li> <li><b><i>Describes events beyond living memory that are significant nationally or globally</i></b></li> <li><b><i>Describes significant historical events, people and places locally</i></b></li> </ul>	<ul style="list-style-type: none"> <li>fiercely, using hand to hand combat</li> <li>Suggests why certain events happened as they did in history</li> <li>Suggests why certain people acted as they did in history</li> <li><b><i>Describes changes in Britain from the Stone Age to the Iron Age</i></b></li> <li><b><i>Describes the Roman Empire and its impact on Britain</i></b></li> <li><b><i>Describes the achievements of the earliest civilizations and a deeper knowledge of Ancient Egypt</i></b></li> <li><b><i>Describes a study of Ancient Greek life and achievements and their influence on the western world</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise that the lives of wealthy people were very different from those of poor people</li> <li>Appreciates how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> <li><b><i>Understands that sources can contradict each other</i></b></li> <li><b><i>Describes changes in Britain from the Stone Age to the Iron Age</i></b></li> <li><b><i>Describes the Roman Empire and its impact on Britain</i></b></li> <li><b><i>Describes the achievements of the earliest civilizations and a deeper knowledge of Ancient Egypt</i></b></li> <li><b><i>Describes a study of Ancient Greek life and achievements and their influence on the western world</i></b></li> </ul>	<ul style="list-style-type: none"> <li>values across the world</li> <li>Appreciates that how we make decisions has been through a Parliament for some time</li> <li>Appreciates that significant events in history have helped shape the country we have today</li> <li>Demonstrates a good understanding of how a aspect of History has changed has changed over the years i.e. Railways</li> <li><b><i>Understands that the type of information available depends on the period of time studied</i></b></li> <li><b><i>Evaluates the usefulness of a variety of sources</i></b></li> <li><b><i>Describes Britain's settlement by Anglo-Saxons and Scot</i></b></li> <li><b><i>Describes the Viking</i></b></li> </ul>	<ul style="list-style-type: none"> <li>recently</li> <li>Describes features of historical events and people from past societies and periods they have studied</li> <li>Recognises and describe differences and similarities/ changes and continuity between different periods of history</li> <li><b><i>Describes Britain's settlement by Anglo-Saxons and Scot</i></b></li> <li><b><i>Describes the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></b></li> <li><b><i>Describes a local history study</i></b></li> <li><b><i>Describes a study of an aspect or theme in British history beyond 1066</i></b></li> <li><b><i>Describes a non-European society that</i></b></li> </ul>
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*Italics – Target Tracker Statements*

				<i>and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <ul style="list-style-type: none"> <li>• <i>Describes a local history study</i></li> <li>• <i>Describes a study of an aspect or theme in British history beyond 1066</i></li> <li>• <i>Describes a non-European society that provides contrasts with British history</i></li> </ul>	<i>provides contrasts with British history</i>
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**History – Organisation and Communication**

**NC:** They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <i>Talks, draw or write about aspects of the past</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses a wide vocabulary of everyday historical terms</i></li> <li>• <i>Speaks about how I have found out about the past</i></li> <li>• <i>Records what I have learned by drawing and</i></li> </ul>		<ul style="list-style-type: none"> <li>• Communicates knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> <li>• <i>Explains what they have</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Presents findings and communicate knowledge and understanding in different ways</i></li> <li>• <i>Provides an account of a historical event based on more than one</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses evidence to support arguments</i></li> </ul>

*Italics – Target Tracker Statements*

	<i>writing</i>		<i>learned in an organised and structured way, using appropriate vocabulary</i>	<i>source</i>	
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**History – Vocabulary (Work in progress)****NC:**

<b>EYFS</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3 &amp; Year 4</b>	<b>Year 5 &amp; Year 6</b>
	<p>Old, new, along, time, ago, before I was born, when I was younger, before, after, past, present, then, now, Florence Nightingale, Nurse, London, hospital, hand washing, Cleanliness, sick, people, wounds, diseases, war, wealthy, food, 'Lady with the lamp', Crimean War, Mary Secole, travelling, war, business, plants, care, nurse, Crimean War, Cholera, battlefield, sick, bravery,</p> <p>Great Horwood, London, Fire, Pudding Lane, Baker, bakery, boats, buildings, burned, buns, Christopher Wren, city, diary, Samuel Pepys, September, 1666, John Evelyn, leather, bucket, memorial, rebuild, ruined, spread, soldiers, streets, thatched, roof, Thomas Farrinor, wood,</p> <p>Guy Fawkes, King Edward, Walter Raleigh, medieval, knights, castle.</p>	<p>BC,AD, Decade, Ancient, Century, Britain, Stone Age, Iron Age, late Neolithic, hunter-gatherers, early farmers, Skara Brae, Bronze Age, religion, technology, travel, Stonehenge, Iron Age, hill forts, tribal, kingdoms, farming, art, culture.</p>	<p>Christmas tree, decorations, candles, sweets, fruit, homemade, gifts, Christmas card, children, Tom Smith, Christmas Cracker, mince pie, Roast Turkey, family, carols, parlour games</p> <p>Agricultural, industrial, transformation, industrialisation, rural-to-urban, migrations, labour, textile, modernisation, working class, working conditions</p>

*Italics – Target Tracker Statements*

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