



History Curriculum Overview



“Learn Together-Achieve Together.”



Our Curriculum Design

At Brookside, we view history as a subject that has an impact on the lives of everyone today. We live in a society that has been shaped by significant events and people in the past and it is important for our pupils to understand local, cultural, national and international history. A key consideration with the organisation of our curriculum has had to be our **mixed aged classes in KS2**, to ensure that no matter of their route through school, our pupils cover all the substantive and disciplinary knowledge required. In EYFS, our pupils are in a single age year group, which enables all of the core foundational knowledge and skills to be embedded within a specific set of 3 units in a yearly cycle. In KS1, all pupils spend 2 years in Tawny Owls class and therefore have a simple 2 year rolling cycle of 6 units, aimed to cover both the year 1 and year 2 curriculum. However, within KS2, to ensure that **pupils do not repeat the same units** we have created a four year cycle to ensure all pupils cover all National Curriculum components. This is crucial, as when pupils enter KS2 there are **4 different routes** a pupil might take across their time in our school, which are highlighted in the table below:

	Pupil A	Pupil B	Pupil C
EYFS	Hoot	Hoot	Hoot
Y1	Tawny	Tawny	Tawny
Y2	Tawny	Tawny	Tawny
Y3	Barn	Barn	Barn
Y4	Eagle	Eagle	Barn
Y5	Bay	Eagle	Eagle
Y6	Bay	Bay	Bay

Therefore, we have identified the **substantive** and **disciplinary** knowledge our pupils will acquire over their time in our school, as well as the historical periods covered. Each history unit is colour coded to show the **overarching substantive concept** developed within the unit and this can be visually tracked across the scheme of work, as indicated below. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. A range of **significant people** have been identified for pupils to study within each unit to build up their understanding of their impact and influence on society and different periods of history. Each year group has **3 taught units** that are taught as a block. Due to the 4 four-year cycle in KS2, we teach units within that cycle year in **chronological order** (including British history) and **Civilizations** are **compared and contrasted** throughout KS2 so pupils learn to understand about the difference between empire and civilization, understanding how the Greek civilization was not an empire, whilst also assessing the **impact of legacy** and that **civilizations overlap**.

Power (monarchy, government & empire)	Movement (invasion, settlement & migration)	Society (social & cultural)	Trade (slavery & goods)	Legacy (achievements and follies of humanity)
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Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in history outlined below by the end of KS2. This cumulative knowledge is developed over time to enable pupils to develop a secure understanding of our 5 identified overarching substantive concepts as identified above.

By the time a child reaches Y6 we expect them to know:

1. Timelines sequence historical events in a chronological narrative from the earliest time to the present day.
2. Historical sources create a 'picture' of the past and present the viewpoints of the authors.
3. The names of a range of men and women, who have contributed to national and international achievements that have left a legacy.
4. Stone Age /Iron Age tools and other crafts improved aspects of everyday life including farming techniques.
5. Roman ingenuity changed how people lived, including how roads and towns were built.
6. Christianity became the main religion across England during the Anglo-Saxon period.
7. Ancient civilisations, such as the Ancient Egyptians, Ancient Sumer, Shang dynasties, and Indus Valley have left a lasting legacy and influenced the world over the last 5000 years.
8. Ancient Greek achievements have influenced the wider world; e.g. the English alphabet/language, democracy, and significant sporting events/Olympic Games.
9. Britain played a huge part in the slave trade industry, (including developing, perpetuating and eventually abolishing it), and Liverpool was a major slaving port.
10. The First and Second World Wars were crucial turning points in British history and changed the political landscape across Europe.



Our Learning Cycles

Below is an overview of our unit titles, links are colour coded to show the overarching substantive concept that pupils make prior knowledge links to.

	AUTUMN	SPRING	SUMMER
EYFS	Living Memory -Who am I	Beyond Living Memory -What was different long ago?	Living Memory -What do we know about the royal family?
CYCLE A (KS1)	Local Study -Why was Lyme Park Built and who lived there?	Significant Events -How did Mankind Learn to Fly?	Beyond Living Memory -What is a Monarch?
CYCLE B (KS1)	Living Memory -How am I making history?	Living Memory & Beyond -How have toys changed?	Significant People -How have explorers changed the world?
CYCLE A (KS2)	Changes in Britain -Stone Age to Iron Age	The Roman Empire & the Impact on Britain -The Roman invasion & resistance	Early Civilisations Study -How different were the beliefs in Ancient Egypt?
CYCLE B (KS2)	Settlement in Britain -How hard was it to invade and settle in Britain? (Picts, Scots & Anglo Saxons)	The Struggle for the Kingdom of England -Were the Vikings raiders, traders or settlers?	Local Study -The Industrial Revolution
CYCLE C (KS2)	British History Study Beyond 1066 -Crime & Punishment	Ancient Greece Study -What did the Ancient Greeks do for us?	Local Study -What does the census tell us about our local area?
CYCLE D (KS2)	British History Study Beyond 1066 -What was the impact of WW2 on children?	Non European Society -Who were the Mayans?	British History Study Beyond 1066 -The Slave Trade & Migration

Power (monarchy, government & empire)	Movement (invasion, settlement & migration)	Society/Civilisation (social & cultural)	Trade (slavery & goods)	Legacy (achievements and follies of humanity)
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HOOT	Autumn	Spring	Summer
Knowledge & Skills	Living Memory-Who am I? - Past and present with a look at personal chronology since birth with photographs. - Talk about self and own family. - Explain what are our favourite celebrations each year and link to social/cultural events. - Name significant family members (own families).	Beyond Living Memory-What was different long ago? - Talking about the lives of the people around them and their roles in society, with a focus on introducing women's rights - Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand that exploration of the world has had positive and negative effects on people and communities (war, slavery, trading of good, sharing of knowledge/resources, space) - Make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations. - The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. - Objects from the past can look different to objects from the present.	Living Memory-What do we know about the royal family? - The Royal family-who are they and what do they do? - Name King Charles as our king. - What significant events have taken place during his life and that of Elizabeth II? - Name significant people with a look at Queen Elizabeth and her achievements. - Start to understand what the monarchy is.
Key People	Parents/carers & immediate family	Look at a range of people such as Neil Armstrong, Rosa Parks etc to explore different people and communities experiences.	King Charles III & Queen Elizabeth II
Vocab	Grow, birthday, memory, birth, baby, age, past, family, mum, dad, photograph, auntie, uncle, sister, brother, grandma, grandad, family tree, grandparents	Last week, last year, long ago, past, present, yesterday, afternoon, after that, finally, first, last, morning, next, order, then, time, many years ago, different, old, oldest	King Charles III, Queen Elizabeth II, royal, queen, king, Buckingham Palace, London, royal, now, past, present, then, different, similar, after that, first, next, timeline Photography, compare, difference, similarity, same castle, crown, king, prince, princess, queen, royal
Continuous Provision	- PSE/RE work linked to families, days of the week, months, weekend news to focus on past vocabulary (oracy), using vocabulary linked to chronology. - Access to a range of texts and photographs from now and then to start to undertake simple comparisons. - Opportunities in role play and construction/small world to recreate events in the past/present to use key vocabulary. - Access to stories and non-fiction texts both adult/child led to investigate life now and before they were born in terms of family members experiences.		



TAWNY	Autumn	Spring	Summer
Knowledge & Skills	Living Memory-How am I making history? - Looking at personal chronology and finding out about the past within living memory. - Investigating chronology by examining photographs and asking questions. - Beginning to look at a simple timeline extending back to before they were born.	Living Memory & Beyond-How have toys changed? - Using objects to discuss and sort toys and sequence into a physical timeline both within and beyond living memory. - Investigating artefacts from the past and beginning to pose questions. - Investigating ancient toys from Egypt, Rome and Greece to think about how children used them and to start to develop a sense of periods of time. - Study the change in toys from the introduction of the Television which influenced a new era of modern toys and the link to present day.	Significant People-How have explorers changed the world? - Finding out about events and people beyond living memory, particularly thinking about explorers and what makes them significant. - Creating a timeline and investigating where they explored then comparing explorers. - Discussing ways in which these significant people could be remembered. - Use simple texts to find out about people who lived a long time ago. - Pose simple questions to find out about the past. - Compare the lives and legacies of famous historical figures. - Know that life was very different in the past to how it is today. - Know that people knew less about the world in the past than we know today. - Understand that some people's achievements and discoveries can change the world. - Distinguish between different periods in time using simple markers, such as inventions. - Know that explorers in the past set up trade routes/networks which traded in goods and people. - Explain what slavery is.
Key People	Own family members	Ole Kirk Christiansen	Christopher Columbus, Abu Battuta, Neil Armstrong
Vocab	celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline	artefact, century, decade, different, evidence, living memory, memory, modern, now, past, present, remember, similar, source, special	Explorer, exploration, New World, century, chronological order, chronology decade, timeline, sequence



TAWNY	Autumn	Spring	Summer
Knowledge & Skills	Local Study-Why was Lyme Park Built and who lived there? - Learn why Lyme Park is significant as a National Trust Property. - Find out about the Leghs of Lyme who were a gentry family seated at Lyme Park. - Understand that Thomas Legh wrote about the Slave Trade in Egypt and Thomas Legh the 2nd Baron was an MP. - Looking for similarities and differences and using a range of sources recognising some continuity between their lives and the past.	Significant Events-How did mankind learn to fly? - Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. - Identifying similarities and differences between individuals who contributed to the history of flight. - Discussing ways in which these significant people made a difference. - Link flight to exploration of the world.	Beyond Living Memory-What is a Monarch? - Learn how he used castles to rule. - They learn about different types of castles and how these evolved. - Know that Stockport had a 12th century Motte and Bailey Castle - Use photographs of castles to find out about the past. - Know that people fight battles to take control of a country. - Understand that castles were built as fortresses and can explain why this was necessary. - Know who William the Conqueror and Edward the Confessor were and why they are important figures in British history. - Be able to suggest some actions a new monarch would need to take to make sure his/her crown was safe. - Explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. - Explain how uses for castles have changed over time. - Know when the Normans lived. - Be able to organise events into a simple timeline.
Key People	Thomas Legh	Wilbur/Orville Wright & Amelia Earhart	William the Conqueror
Vocab	past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred	beyond living memory, decade, evidence, eyewitness, historically significant, living memory, past, present, primary source, source	Monarch, Monarchy, William the Conqueror, Heir, Jubilee, Medieval, Rebellion, Normans, conquer, lord, squire, jester, peasant, Motte and Bailey, keep, palisade, ditch, drawbridge, well and scarp.



A	Autumn	Spring	Summer
Knowledge & Skills	Changes in Britain-Stone Age to Iron Age - Explain how archaeologists use artefacts to learn about the past. - Explain some of the methods archaeologists use to find out about the past. - Understand why Star Carr is an important archaeological site. - Use a variety of sources to answer questions about the past. - Know what the term 'prehistory' means. - Understand that the Stone Age can be split into three different time periods. - Describe the main features and developments of each of the eras of prehistory. - Place the Stone Age, Bronze Age and Iron Age on a timeline. - Know that prehistory spans millions of years. - Understand that communities traded in the prehistoric period over the English Channel.	The Roman Empire & Impact on Britain: The Roman Invasion & Resistance - Consider different points of view about historical events. - Study different accounts of an historical figure and suggest why they are different. - Gather information from books, texts and pictures to find out about aspects of life in Roman Britain. - Explain why and how the Romans invaded Britain. - Know that Celts were living in Britain at the time of the Roman invasion. - Describe what life was like in Celtic Britain. - Describe the events surrounding Boudicca's revolt. - Understand some of the technological advances that the Romans brought to Britain. - Suggest how Britain might be different today if the Romans had never invaded. - Explain where the Romans would be on a timeline, drawing on own knowledge of the past. - Place the Romans on a timeline. - Know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. - Understand how slaves were used in the Roman Empire and the expansion of trade in Britain overseas.	Early Civilisations Study-How different were the beliefs in Ancient Egypt - Know where and when the first civilizations appeared. - Explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. - Make suggestions about what unfamiliar artefacts might have been used for. - Understand the significance of the discovery of the Rosetta stone. - Generate questions to find the answers to about life in ancient Egypt. - Choose an area to research, and use a variety of sources to carry out research. - Describe the features of daily life in ancient Egypt. - Explain the events surrounding the discovery of Tutankhamen's tomb. - Describe ancient Egyptian beliefs in the afterlife. - Explain the process of mummification. - Describe the difference between ancient and modern periods. - Know when the ancient Egyptian civilization was. - Sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. - Understand that slavery was part of Egyptian culture
Key People	Amesbury Archer & Early man-hunters/gatherers	Julius Caesar, Emperor Claudius, Aurelian Moors & Boudicca	Tutankhamen, Cleopatra, Hatshepsut, Howard Carter & Lord Carnarvon
Vocab	Prehistory, archaeologist, archaeology, Paleolithic, Mesolithic, neolithic, artefact, evidence, fact, historian, source, interpret, proof, primary source, reliable, viewpoint, opinion Stone Age, Bronze Age, Iron Age, metalwork, prehistory, farming, country, community, timeline, settlement, hillfort, hunter-gatherer, weapon, warrior, power, defence, hierarchy	AD/BC chronological, future, Gregorian calendar, historical period, past, present, sequence, time, timeline Romanisation, army, Christianity, fort, gladiator, invade, Latin, religion, trade, Celts, Britannia, Hadrian's Wall, soldier, settlement, region, emperor, empire, collapse, Julius Caesar, Boudicca	Civilisation, Ancient, modern, Ancient Egypt, before common era, ancient Sumer, architecture, army, belief, conquer, Cleopatra VII, decline, emperor, empire, expansion, fertile crescent, god/goddess, Howard Carter, King Tutankhamun, Indus Valley, kingdom, invention, irrigation, leadership, monument, numerical system, peasantry, plough, papyrus, pyramid, pharaoh



B	Autumn	Spring	Summer
Knowledge & Skills	Changes in Britain-Anglo-Saxons, Picts & Scots - Explain some of the ways archaeologists choose which sites to excavate. - Know that there are questions about the past that have not yet been decisively answered by historians. - Use artefacts to support ideas about who was buried at Sutton Hoo. - Find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. - Read the story of Beowulf to find out about life in Anglo-Saxon Britain. - Use what is known about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. - Understand the need to think critically about a historical source in order to assess its reliability - Know who the Anglo-Saxons were and where in Europe they came from. - Understand who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. - Explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. - Write own name using the Ogham alphabet. - Explain how Christianity came to Britain - Place the Anglo-Saxons on a timeline. - Understand that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.	The Struggle for the Kingdom of England-Were the Vikings raiders, traders or settlers? - Use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on understanding of the period. - Read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. - Find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. - Know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. - Describe the reasons and events surrounding the Viking invasions. - Describe what the Danelaw was. - Know who King Alfred was and why he was dubbed 'the Great'. - Compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. - Explain in detail the events surrounding the Battle of Hastings in 1066. - Develop an increasing understanding of the struggle for power and how this changed England. - Explain how England became a unified country. - Describe what Britain was like before the arrival of the Vikings. - Use dates with increasing fluency to describe historical events and eras. - Understand that slaves were the most important commodities traded by the Vikings and they acquired slaves on their expeditions to Europe and Britain.	Local Study-The Industrial Revolution - Describe what Stockport was like before the Industrial Revolution - Identify the main causes of the Industrial Revolution in Britain and their consequences, including global trade and the use of waterways/steam engines. - Understand that the cotton used was mostly imported from slave plantations so slavery provided the raw materials for industrial change/growth. - Understand that Stockport grew rapidly because of the cotton industry and was the centre for hat making and later the silk industry. - Create a chronological report on technological advances from the 1760-1840 in sequence - Compare the lives of children who worked in factories during the early 1800s to life now . - Explain why beliefs have changed about children working. - Explore and describe the impact of the Industrial Revolution on Stockport. - Consider why contrasting arguments of the impact of industrialisation have been constructed. - Know who Samuel Oldknow and the Arkwrights were and why they are significant to Stockport using different sources. - Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person
Key People	King Alfred the Great & Hilda of Whitby	Alfred the Great, Edward the Confessor, King Ethelred & King Athelstan (first kings of England)	Samuel Oldknow & the Arkwrights
Vocab	Anglo-Saxon, Domesday Book, invention, Jutes, Lindisfarne, Norman Conquest, Pict, Scot, settlement, Middle Ages, past, period, present, sequence, timeline Anglo-Saxon, beliefs, Britannia, characteristic, Celtic language, Christianity, complex, culture, custom, tall, invasions, inventions, military, music, Norman, Norseman, Picts, politics, punishment, religion, ritual, Roman, Scots, society, trade, warfare Allegiance, castle, Danelaw, government, heir, hierarchy	Anglo-Saxon, Domesday Book, Saxon, settlement, Viking AD/BC century, decade, era, future, Middle Ages, past, period, present, sequence, timeline Anglo-Saxon, beliefs, Britannia, Viking, warfare Allegiance, castle, Danelaw, government, heir, hierarchy, invasion, kingdom, knight, law, monarch, peasant, power, priest, raid, rebellion, reign, tribe, Community, Domesday Book, local national, place names, regional, Barbarian, Norman Conquest	Industrial Revolution, population, consumer, trade, rural, urban, agriculture, smog, pollution, industry, economy, society, manufacture, impact, 'nineteenth century' for 1800s



C	Autumn	Spring	Summer
Knowledge & Skills	A British History Study beyond 1066-Crime & Punishment - Identify period in history on a timeline from 1066. - Use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. - Sort cards with different crimes, detections and punishments into different time periods, based on own understanding of the past. - Describe features and changes in crime and punishment in Britain in the medieval, Tudor, early modern period, Victorian and the modern day. - Describe how aspects of crime and punishment changed and evolved in Britain since 1066. - Understand the beliefs and perceptions towards crime and punishment. - Summarise what is known about different British time periods. - Explain how the theme of crime and punishment evolved in Britain chronologically.	Ancient Greece Study-What did the Ancient Greeks do for us? - Infer information about daily life in ancient Greece by studying ancient Greek artefacts. - Identify the difference between primary and secondary sources of information. - Use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. - Describe some features of each of the periods in the ancient Greek civilization. - Know that ancient Greece was made up of independent city states and so was not an empire like the Romans or Britain. - Understand that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. - Consider the advantages and disadvantages of a monarchy, oligarchy and democracy. - Compare and contrast the city states of Athens and Sparta. - Name some of the major ancient Greek gods and explain each one's characteristics. - Know that the Olympic Games were first held to honor the god Zeus and that the Panathenaic Games were held to honor the goddess Athena. - Name some famous ancient Greek philosophers and explain why they are remembered today. - Explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. - Arrange key civilisations in world history chronologically. - Name the periods in the ancient Greek civilisation and order them on a timeline.	Local Study-What does the census tell us about our local area? - Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, factory and school records. - They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. - Planning their own historical enquiry, they research a local family.
Key People	Peter Legh Guy Fawkes Robert Peel	Aristotle, Plato, Aspasia, Alexander the Great & Sappho	Mary Bucktrout
Vocab	Transportation, Pillory, Poacher, Highwayman, Tudor, Early modern period	social structure, society belief, theatre, trade, vote, warfare, writing, city state, collapse, colony, conquer, control, council, councilor, debate, democracy, dynasty, exile, gender, general, government, hierarchy, jury, league, lower class, middle class, monarchy, power, priest, priestess, Parthenon, achievement, ancient Greece, ancient Sumer, Archaic, Bronze Age, Classical, Dark Age, democracy, education, fashion, ethics, government	Bobbins, can-hooker, carding, census, comparing, condition, enumeration books, enumerator, flax, flax linen, flax mill spinner, governess, head of household, inference, joiner, observation, overlooker, piercer, reconstruct, schedule, scholar, shilling, suffragette, textile mill, textiles, William Dodd, yarn



D	Autumn	Spring	Summer
Knowledge & Skills	Local Study-The impact of WW2 on Children - Investigate the historical evidence of World War II in Stockport. - Explain some of the causes of World War II. - Describe some ways life in Britain changed as a consequence of WWII and the impact on children. - Explore why and how children were evacuated, looking at the impact on families. - Explain what an air raid shelter is and how it was used., , - Visit Stockport air raid shelters and examine the impact on children. - The Second World War was the most technologically advanced conflict in history. - The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940 and was a turning point as the first major military defeat of Nazi Germany. - 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 – Anne Frank. - Different types of bias include political, cultural or racial. - Understand the meaning of propaganda and know how it is still relevant today. - Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. - Identify different types of bias in historical sources and explain the impact of that bias.	Non-European Study- Kingdom of Maya - I know that oral histories can be corrupted over time and that they are not always objective. - I know that historians do not always agree on what an artefact was used for. - To know relevant dates and relevant terms for the period and period labels - To understand that historical periods have characteristics that distinguish them and understand how to work out durations of periods and events. - To know that change can be brought about by conflict. - To understand how the monarchy exercised absolute power and that different empires have different reasons for their expansion. - To know that there are different reasons for the decline of different empires. - To be aware of the different beliefs that different cultures, times and groups hold. - To be aware of how the Mayans practised and demonstrated their beliefs. - To understand how Mayan society was organised and differences between early and later civilisations. - To understand that the expansion of trade routes increased the variety of goods available. - To understand the impact of war on local communities. - To be able to identify the achievements of the Mayans and explain why these achievements were so important. - I can explain reasons why the Kingdom of Maya declined. - I can place the Kingdom of Maya on a timeline. - I can place the different eras of the Maya on a timeline. - I can match the Mayan Civilisation to events happening in Britain at the same time.	British History Study Beyond 1066-The Atlantic Slave Trade & Migration - To be able to use historical sources to define what a slave is and explore what they were made to do and how they were treated. - Know some historical sources are more reliable than others and can assess a source's reliability. - Use primary and secondary sources to learn about the experiences of slaves. - Understand that slavery has existed in different civilizations and periods throughout history. - Explain how and why the Atlantic slave trade began and the triangular trade between Britain, West Africa and the Americas, and how each of these places benefited from the slave trade. - Understand what life was like for slaves. - Understand that many abolitionists, including William Wilberforce and Olaudah Equiano, called for slavery to be made illegal towards the end of the 18th century, and can describe some of their arguments. - Know when slavery became illegal and can explain how different groups of people felt about this. - Explain how the actions of abolitionists, such as Harriet Tubman, contributed to the ending of slavery. - Understand what modern slavery is and how it was similar to and different from the Atlantic slave trade. - Debate whether statues of slave traders/ owners should be removed based on own historical understanding.
Key People	Anne Frank, Alan Turing, Winston Churchill & Neville Chamberlin	Pakal the Great, Jasaw Chan K'awiil, Apoxpalon, Jacinto Canek & Tecun Uman	William Wilberforce, Olaudah Equiano & Harriet Tubman
Vocab	World war, axis, allies, Adolf Hitler, Nazi party, invade, pact, the blitz (Blitzkrieg 'Lightning war') air raid, rationing, blackout, gas mask, code breaking, enigma code, propaganda, declare war, expand, empire, Winston Churchill, air raid shelter	Abandon, city-state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest	Primary source, Secondary source, Slave, Servant, Indentured servant, Triangular Atlantic slave trade, Age of Discovery, Colonies, The Middle Passage, Abolitionist, Modern slavery, Human trafficking



Our Disciplinary Knowledge Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Historical Period	My family: Who am I? My past: What do we know about the royal family and what was different in the past?	Within Living Memory: How have toys changed and how am I making history? Beyond Living Memory: What is a Monarch? Key Figures in History: How have explorers changed the world? William the Conqueror, Amelia Earhart and the Wright brothers Local History: How was school different in the past	World History- Ancients beyond 3,000 years ago: Early Civilisations, Ancient Egypt British History- Stone Age to 1066: The Stone Age, The Romans, The Anglo Saxons and Vikings World History- Non- European Society: The Mayans World History- Ancient Greece British History- Beyond 1066: World War 2, Crime and Punishment and The Slave Trade & Migration Local History: The Industrial Revolution & The Census				
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological knowledge	Three and four year olds Begin to make sense of their own life story and family's history. Reception: Know that familiar events occur in a particular order. Know and understand past and present events in their own and family members' lives.	Know that a simple timeline is used to show where events occurred and when particular people were alive. Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.	Know that one working timeline is used to show where all events and people studied have occurred and lived. Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.	Know how to place events on a timeline using BC. Know that there is a definitive, chronological order for the periods studied. Know the similarities and differences between the specific periods of history studied that go beyond their own lives.	Can use BC and AD to place events on a timeline. Know that the characteristics of the particular periods studied will determine their chronological place in history. Know that change is shown by the similarities and differences between specific periods in time.	Understands the chronology in different times and can place events in order correctly on a timeline using BC/AD and CE/BCE. Know that the chronological position of periods studied sometimes overlap or occur concurrently. Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.	Confidently place events in chronological order and know the time in which an event or era took place. Know that the chronology of significant events in periods of history subsequently shaped different societies. Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.



Range and Depth of Historical Knowledge	Know that people are important in their lives. Know the difference between past and present.	Know that people and objects existed, and events occurred before living memory.	Know that some events and people in the past are seen as significant because they result in change.	Know that there are reasons for and results of people's actions in the past.	Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.	Know that great events had an impact on people's lives and they have shaped society over time.	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.
Historical Interpretation	Know that there are ways to find out about their past.	Know some reasons why people acted differently in the past.	Know that there are sources of information to find out about the past.	Know that there are different accounts of history. Know that evidence is facts and/or information which can be proved	Know that there are different interpretations of historical accounts. Know that sources of evidence can be linked.	Know that a piece of evidence may be biased. Know that evidence can be justified based on usefulness and reliability.	Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Know that there are reasons why there are different accounts of history. Know that evidence is evaluated to determine which is the most reliable source.
Historical Enquiry	Know about the past and present primarily through their own experiences and storytelling.	Know some specific sources that support learning about the past.	Know that key sources are used to effectively learn about the past.	Know that a wide range of sources (Primary and Secondary) are used to effectively learn about the past.	Know that primary and secondary sources vary in reliability.	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.	Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.
Range and Depth of Historical Knowledge	Know that people are important in their lives. Know the difference between past and present.	Know that people and objects existed, and events occurred before living memory.	Know that some events and people in the past are seen as significant because they result in change.	Know that there are reasons for and results of people's actions in the past.	Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.	Know that great events had an impact on people's lives and they have shaped society over time.	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.



Our Cycle Overview 2024-2028

	2024-2025*	2025-2026	2026-2027	2027-2028*
EYFS	Hoot	Hoot	Hoot	Hoot
Y1	Tawny	Tawny	Tawny	Tawny
Y2	Tawny	Tawny	Tawny	Tawny
Y3	A	B	C	D
Y4	A	B	C	D
Y5	A	B	C	D
Y6	A	B	C	D



Brookside Primary School
Learn Together - Achieve Together

Inclusive Practice

History Subject Graduated Response for SEND and children not working at ARE

Buff paper, Screen Share, Seating Plan, Move and sit cushion, weighted blanket, Timetable/timelines, Letter/number formation cards/orientation sheets, Access to word processing/alternative recording, Individual reward chart, Time out cards, Home School communication books, Magnifying glass, Social stories, TEACCH trays for independence.

Pre teach vocab, experience texts prior to the lesson, revisit text with support, pre-cut word and picture cards for sorting activities, use of drawing for recording, option to dictate answers

Writing Grips, Chunky pencils, Fidget toys, Targeted TA or Teacher Support, enlarged fonts, coloured overlays, High frequency word mats, Printed date and LO, Opportunities to report in different ways, check ins throughout the lesson.

Writing scaffolds, adapted texts and worksheets as needed, pictorial scene building

Visual Timeline, ~~WAGOLLs~~ Kagan Cooperative Strategies, Pre-teaching Vocabulary, Mini White boards, Rephrasing questions or content, WAGOLLs, highlighting key points, Dyslexia friendly font- comic Sans, Paired Reading, Verbal reminders and modelling of presentation, Word mats, scaffold sheets, Vocabulary and wall displays (e.g. Phonics), Share question you want them to answer before the information, Achievement certificates, Individual spellings, Movement breaks, Visual prompts, Whiteboard non-white background, Tokens for rewards, I do, we do, you do.

New history vocab on display, recap prior learning and chronology beginning each lesson, opportunities to record in different ways (~~ipads~~), sentence starters on screen, Variety of sources for enquiry – artefacts, news clips etc. Knowledge organisers available, variety of sources for enquiry, class assemblies EYFS Year 1 Floor books, variety of activities to stimulate historical interest ~~eg~~ role play, hot seating, DEAL work, Dyslexia friendly font, Watch videos twice Capture child's voice, prompts from previous lessons on wall

INDIVIDUALISED
PROVISION

TARGETED
PROVISION

UNIVERSAL
PROVISION