



Progression Document

History





HISTORY

'We are not the makers of history. We are made by history.'

Martin Luther King

INTENT

At Barnburgh Primary Academy we aim to develop thoughtful, curious, and reflective learners who are equipped to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement. Through our History curriculum, pupils explore the complexity of people's lives, the diversity of societies, and the relationships between different groups throughout time. We believe a high-quality history education helps children understand the past in order to make sense of the present and influence the future.

Our History curriculum is carefully sequenced to build historical knowledge and skills from the Early Years through to Year 6, enabling pupils to become increasingly independent, analytical thinkers with a secure understanding of the past.

In the Early Years Foundation Stage, children begin to develop an awareness of history through personal experiences and stories. They talk about past and present events in their own lives and those of family members, compare how things have changed over time, and explore key historical concepts such as 'old' and 'new'. They are introduced to historical vocabulary in meaningful contexts and begin to understand the concept of time.

In Key Stage 1, pupils build on their early experiences by learning about significant individuals and events in both national and global contexts. They begin to place events in chronological order and use sources to ask and answer simple questions about the past. They develop an awareness of how people's lives were different in the past and how events have shaped the world they know today.

In Key Stage 2, pupils deepen their understanding of chronology, cause and consequence, and continuity and change. They explore a wide range of time periods from ancient civilisations to post-1066 Britain, making comparisons and connections across history. Children learn how to critically examine sources, consider multiple perspectives, and use historical language to present and justify their ideas. By the end of Year 6, pupils are equipped with a secure understanding of how historical events have shaped society and a strong foundation for further historical study.

Our Core Values form the foundation of all learning at Barnburgh and are essential to our History curriculum:

COURAGE

We teach our children to show courage in History by tackling big questions about society, injustice, and change. They are encouraged to explore sensitive or challenging topics, such as war, civil rights, or colonisation, in a safe and respectful environment, developing the confidence to express their ideas and opinions.

PERSEVERANCE

History often involves complex sources, competing narratives, and difficult concepts. Our pupils learn to persevere when grappling with uncertainty or when trying to understand different viewpoints. They are supported to reflect, revise, and deepen their understanding over time.

AMBITION

We teach ambition in History by challenging pupils to think deeply about the impact of individuals and movements across time. Children are inspired by the actions of significant figures who changed the course of history and are encouraged to see themselves as agents of change, capable of shaping the future through knowledge of the past.

RESPECT

Through the study of diverse cultures, beliefs, and experiences, children learn to appreciate and respect different perspectives. They develop empathy for people from different times and places and understand the importance of tolerance, fairness, and shared human experience.

INDEPENDENCE

As pupils progress, they are encouraged to investigate historical questions independently, analyse evidence, and form their own interpretations. We support them to become critical thinkers who can evaluate information, draw informed conclusions, and confidently present their findings.



Implementation

HOW WE TEACH HISTORY IN EYFS

History in the EYFS is introduced through play, storytelling, and hands-on experiences that help children develop an awareness of time, change, and the past. Children learn to talk about events in their own lives and those of their family members, explore how things have changed over time, and begin to use language related to the past. Through stories, photographs, artefacts, and discussions, they start to understand the concept of history and how people and places have changed.

CHRONOLOGICAL AWARENESS	HISTORICAL ENQUIRY	KNOWLEDGE AND INTERPRETATION
<p>Throughout the year:</p> <ul style="list-style-type: none"> Children explore events in their own lives and begin to talk about things that have happened in the past and things that might happen in the future. They start to sequence familiar routines and events, such as their daily timetable or special celebrations. Children begin to understand that people, places, and objects change over time. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Timelines, family photo displays, and story sequences are available for children to explore and discuss. Role play and small world activities (e.g. home corner, historical toys, dressing up) encourage children to compare life now with life in the past. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Adults model and use language related to time, such as <i>yesterday</i>, <i>today</i>, <i>tomorrow</i>, <i>past</i>, and <i>long ago</i>. Through stories, photographs, and artefacts, children are supported to talk about how things and people have changed over time. Teachers use visual timelines and story maps to help children order events and develop a sense of chronology. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children talk about events in their own lives and those of family members, developing a sense of the past and present. They explore stories and images that show how life has changed over time, comparing routines, clothing, homes, and transport. Children begin to ask and answer simple questions about the past, such as <i>"Who is in the picture?"</i>, <i>"What happened?"</i>, and <i>"Is this from a long time ago?"</i> <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Role play and small world areas include opportunities to explore life in the past (e.g. traditional homes, old toys, old transport, or historical characters). Displays, books, photographs, and artefacts encourage children to observe and discuss similarities and differences between past and present. Children are supported to handle and explore objects from the past to develop curiosity and questioning skills. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Adults share stories, videos, and artefacts about significant people and events, linking to the children's own experiences where possible. Teachers model how to look closely at historical sources to gather clues about the past. Key vocabulary such as <i>past</i>, <i>present</i>, <i>long ago</i>, <i>change</i>, <i>old</i>, <i>new</i>, <i>before</i>, and <i>now</i> is introduced and used in context. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children learn about their own personal history, such as birthdays, family events, and special celebrations. They explore how life has changed over time — for example, how toys, homes, and transport were different in the past. Children begin to recognise that people's lives were different in the past and that we can find out about history through stories and objects. <p>In Continuous Provision:</p> <ul style="list-style-type: none"> Displays, books, and artefacts representing life in the past (e.g. old photographs, household items, old toys, clothing) encourage children to explore and discuss differences over time. Role play areas and small world setups allow children to act out scenes from the past and present, deepening their understanding of change. Story baskets and sequencing cards help children retell and order events from historical stories. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Teachers introduce significant historical figures and events through stories, images, and discussion, linking these to children's own experiences. Adults encourage children to compare aspects of daily life then and now, such as homes, transport, and jobs. Vocabulary such as <i>past</i>, <i>present</i>, <i>old</i>, <i>new</i>, <i>change</i>, <i>long ago</i>, <i>before</i>, and <i>after</i> is explicitly taught and revisited in context.

HOW WE TEACH HISTORY IN KEY STAGE 1 AND KEY STAGE 2

Across both Key Stages, we aim to nurture historically aware pupils who can think critically about the past, understand its impact on the present, and develop skills to investigate and interpret evidence independently. History teaching is active, engaging, and encourages curiosity, discussion, and reflection.

CHRONOLOGICAL AWARENESS	HISTORICAL ENQUIRY	KNOWLEDGE AND INTERPRETATION
<p>Throughout the Year:</p> <ul style="list-style-type: none"> Pupils develop their understanding of time and historical sequence through regular timelines, discussions about past events, and links to other subjects such as geography and literacy. They learn to place events, people, and changes from different periods in order, building a sense of historical scale and perspective. Teachers connect historical knowledge to pupils' own lives, helping them understand how the past influences the present and future. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Classroom timelines, history displays, and chronological charts are used regularly to reinforce sequencing of events. Interactive timelines or digital history tools allow children to explore events and eras beyond their immediate study topics. Retrieval activities, quizzes, and 'memory maps' help children recall key dates, periods, and significant events. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Pupils explore changes within living memory and significant historical events and people locally and nationally, placing these in simple chronological order. Years 3–4: Pupils study British history in greater depth, sequencing periods such as the Stone Age, Romans, Anglo-Saxons, and Vikings, and beginning to identify cause-and-effect links between events. Years 5–6: Pupils place British and world history events in a wider chronological context, including Ancient Civilizations, the Tudors, Victorians, and 20th-century history, using timelines to compare events across periods. Teachers model how to use timelines, historical narratives, and chronology charts; pupils practise ordering events, identifying similarities and differences between periods, and understanding historical continuity and change. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Pupils develop their understanding of the past by exploring similarities and differences between periods, events, and people, often through cross-curricular and topic-based learning. They investigate how significant events, individuals, and societies shaped communities and influenced daily life over time. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Classrooms include timelines, historical displays, and artefacts for children to compare different periods studied throughout the year. Continuous access to primary and secondary sources, photographs, and historical narratives supports independent enquiry and revisiting of prior learning. Retrieval tasks and interactive activities encourage children to make connections between periods and draw conclusions about change and continuity. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Pupils study significant individuals and events in their local area and beyond, identifying similarities and differences between past and present life. Years 3–4: Pupils investigate British history in greater depth, comparing different periods such as the Romans, Anglo-Saxons, and Vikings, examining how daily life, work, and society changed over time. Years 5–6: Pupils conduct detailed investigations into British and world history, considering factors such as trade, empire, technology, and cultural exchange. Teachers model enquiry skills, including asking questions, interpreting sources, and evaluating evidence, and pupils are encouraged to use historical vocabulary accurately to describe findings. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Pupils develop their understanding of people, events, and societies in the past, exploring how communities, cultures, and ways of life have changed over time. Teachers use real-life contexts — such as industrialisation, wars, social reforms, and technological advances — to make history meaningful and relevant. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Classroom timelines, historical displays, and artefacts encourage discussion about past societies, significant events, and everyday life. Key historical vocabulary, such as <i>monarch</i>, <i>empire</i>, <i>civilisation</i>, <i>invention</i>, <i>revolution</i>, <i>society</i>, and <i>culture</i>, is introduced and revisited regularly. Pupils revisit prior learning when studying new periods, making connections and recognising patterns of change and continuity. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Pupils learn about significant individuals, local history, and familiar events, identifying simple differences between past and present life. Years 3–4: Pupils study periods of British history in more depth (e.g., Romans, Anglo-Saxons, Vikings), exploring causes and consequences of events, and how societies were organised. Years 5–6: Pupils investigate British and world history, considering complex social, political, and economic changes, including empire, industrialisation, conflict, and cultural exchange. Teachers use sources, artefacts, stories, and case studies to help pupils interpret events, understand perspectives, and explain the impact of historical changes.



Impact

General Assessment Principles Across All Ages

- **Formative Assessment:** Ongoing observations, questioning, and informal feedback during lessons.
- **Summative Assessment:** Reviews of history books including 'What I know now' end of unit mind map assessments and assessments against programmes of study on Sonar.
- **Pupil Involvement:** Encouraging children to self-assess and reflect on their historical learning journey.
- **Contextualised Judgement:** Considering individual starting points and development, valuing curiosity, reasoning, and understanding of key concepts as much as factual recall.

EYFS	KS1	LOWER KS2	UPPER KS2
<p>In Early Years, assessment focuses on curiosity about the past, awareness of time, and exploration of familiar people, events, and stories. Children begin to notice patterns, similarities, and differences between past and present. The focus is on observing how children talk about and interact with events, people, and objects from the past.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Curiosity and engagement with people, events, and objects from the past. • Ability to describe simple features of familiar events or experiences (e.g., "My grandparents used to ride bikes like this"). • Awareness of similarities and differences between past and present (e.g., old toys vs new toys, past homes vs present homes). • Beginning to use words related to time (before, after, long ago, now). <p>Assessment methods:</p> <ul style="list-style-type: none"> • Observations of children during play, storytelling, and role-play activities. • Annotated photographs, drawings, and pupil voice evidence. • Use of the Development Matters and Birth to 5 Matters frameworks to track progress towards Early Learning Goals. 	<p>At Key Stage 1, assessment focuses on developing an understanding of the past. Pupils begin to identify significant events and people, describe changes over time, and use simple timelines and historical vocabulary to talk about the past.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Use of basic historical vocabulary (past, present, then, now, old, new). • Awareness of local history and significant individuals/events. • Ability to sequence events in simple chronological order. • Ability to ask and answer questions about the past ("What happened?" "Who did this?"). <p>Assessment methods:</p> <ul style="list-style-type: none"> • Review of non-chronological reports, timelines, and visits from significant individuals. • Oral questioning and discussions. • Comparison of early and later work to check understanding and vocabulary development. 	<p>At Lower Key Stage 2, assessment focuses on deepening understanding of the past. Pupils investigate significant events, people, and societies, use sources to gather evidence, and explore how changes over time have shaped communities and cultures.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Confident use of timelines to sequence events. • Understanding key historical events, people, and changes. • Beginning to interpret sources (pictures, artefacts, documents). • Awareness of similarities and differences between past societies and the present. <p>Assessment methods:</p> <ul style="list-style-type: none"> • Review of workbooks, enquiry notes, and project work. • Use of success criteria linked to the National Curriculum. • Pupil self-assessment and reflection on findings. 	<p>At Upper Key Stage 2, assessment focuses on mastery of historical concepts, enquiry, and critical thinking. Pupils analyse causes and consequences, explain changes and continuity over time, and use sources to draw conclusions about local, national, and global events.</p> <p>What we look for:</p> <ul style="list-style-type: none"> • Secure understanding of key historical periods and events in Britain and the wider world. • Confident use of timelines, sources, and historical evidence to draw conclusions. • Awareness of cause, effect, and change over time. • Ability to communicate findings clearly and reflect critically on the past. <p>Assessment methods:</p> <ul style="list-style-type: none"> • Portfolios including extended written work, timelines, and enquiry reports. • Evaluation against National Curriculum attainment targets. • Peer and self-assessment to reflect on historical understanding and reasoning skills.



Statutory Links

Birth to 5 Matters & Early Learning Goals	National Curriculum Programmes of Study for History	
<p>Early Learning Goal (ELGs) These are taken from the Statutory Framework for the EYFS (2021).</p> <p>By the end of the EYFS, children should be able to:</p> <ul style="list-style-type: none"> • Explore and comment on people, events, and objects from the past. • Recognise similarities and differences between past and present in their lives, families, and communities. • Talk about familiar people and events, including changes over time. • Recognise that some things happened a long time ago and understand simple chronological order. <p>Developmental Progression (Birth to 5 Matters)</p> <p>History (Typically observed from 3–4 years onwards through to Reception):</p> <ul style="list-style-type: none"> • Notices and talks about people and events in their own lives and the lives of others. • Explores stories, photographs, and artefacts from the past. • Talks about family, local history, and familiar historical figures or events. • Understands simple temporal concepts such as ‘before/after,’ ‘long ago,’ and ‘now.’ • Identifies similarities and differences between past and present, in people, objects, and places. • Observes and describes changes over time in people, communities, and objects. • Uses imaginative play to recreate past events or historical scenarios, incorporating props and role play. <p>Linked Areas of Learning</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Learns and uses vocabulary related to time, past events, and historical concepts. • Uses talk to explain observations and describe events or experiences from the past. • Retells stories about people, events, and significant times in history. <p>Physical Development</p> <ul style="list-style-type: none"> • Uses tools and materials (artefacts, photographs, books, models) to explore the past. • Develops fine motor skills when drawing timelines, creating models of historical objects, or handling replicas of historical artefacts. • 	<p>Key Stage 1</p> <p>Pupils should develop knowledge about the past, significant events, and people in their locality, the United Kingdom, and the wider world. They should understand basic subject-specific vocabulary relating to historical concepts and begin to use historical skills, including first-hand observation and enquiry, to explore change over time.</p> <p>Pupils should be taught to:</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Understand the concept of the past, present, and future. • Sequence events in their own lives and the lives of others. • Recognise changes within living memory and know some key events beyond living memory (e.g., toys, transport, buildings). <p>Knowledge of People and Events</p> <ul style="list-style-type: none"> • Learn about significant historical figures and events in the United Kingdom and beyond. • Understand similarities and differences between ways of life in the past and present. • Explore the lives of people in their local area and how communities have changed over time. <p>Historical Vocabulary</p> <ul style="list-style-type: none"> • Use basic historical terms such as past, present, then, now, long ago, before, after, and timeline. • Describe key events, people, and objects using appropriate vocabulary. <p>Historical Enquiry and Skills</p> <ul style="list-style-type: none"> • Examine artefacts, photographs, and stories to find out about the past. • Ask and answer simple historical questions about people, events, and objects. • Use simple timelines to sequence events or changes. • Compare their own lives with those of people in the past, identifying similarities and differences. • Record observations and findings through discussion, drawings, and simple written work. 	<p>Key Stage 2</p> <p>Pupils should develop a chronologically secure knowledge of Britain’s past and that wider world. They should understand how people’s lives have shaped society, identify significant events, and explore connections between local, national, and global history. Pupils should also develop historical enquiry skills, using sources critically to ask and answer questions.</p> <p>Pupils should be taught to:</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> • Place events, people, and changes in a chronological framework. • Understand the concept of continuity and change over time. • Develop a secure understanding of time periods studied and how they relate to other. <p>Knowledge of People, Events, and Societies</p> <ul style="list-style-type: none"> • Study significant events, individuals, and groups in British history beyond 1066. • Learn about ancient civilizations, including Greece, Rome, and Egypt, and their connections to modern society. • Understand the impact of events and people on communities and societies nationally, and globally. <p>Historical Vocabulary</p> <ul style="list-style-type: none"> • Use precise historical terminology such as century, decade, era, monarchy, parliament, empire, invasion, migration, and civilisation. • Describe events and changes accurately using appropriate terms and time periods. <p>Historical Enquiry and Skills</p> <ul style="list-style-type: none"> • Ask historically valid questions and use a range of sources (artefacts, documents, maps, images, and digital resources) to answer them. • Evaluate the usefulness and reliability of sources. • Interpret evidence to make informed judgments about the past. • Communicate historical knowledge clearly in discussion, writing, timelines, presentations. • Understand cause and consequence, similarity and difference, and significance of historical events.



Chronological Understanding

Curriculum Link with Science: Evolution and inheritance (Y6), Geography: Locational knowledge, Place Knowledge and Human and Physical (all year groups), Maths: place value (al year groups)

We teach **chronological awareness** by exploring events, people, and periods in the past, helping children understand how history shapes the way people live. By studying significant events, local and global history, and changes over time, children are encouraged to make connections, ask questions, and develop confidence in sequencing and interpreting historical information. This approach fosters curiosity while building a strong foundation in historical knowledge and an understanding of how the past influences the present and future.

KNOWLEDGE PROGRESSION MAP FOR CHRONOLOGICAL UNDERSTANDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will know: <ul style="list-style-type: none"> That a daily routine or timetable tells us the order of events e.g. register, phonics, free flow, snack time That a routine is when we do things in a certain order. 	Children will know: <ul style="list-style-type: none"> That chronological order is the arrangement of things following one after another in time That timeline is a way of visually sequencing events in chronological order 	Children will know: <ul style="list-style-type: none"> That chronological order is the arrangement of things following one after another in time That timeline is a way of visually sequencing events in chronological order That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	Children will know: <ul style="list-style-type: none"> That a scaled timeline is events are placed on a scale according to actual time distance between events The main periods of history are the Prehistoric, Classical, The Middle Age, Early Modern, and Modern eras. That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	Children will know: <ul style="list-style-type: none"> That a scaled timeline is events are placed on a scale according to actual time distance between events The main periods of history are the Prehistoric, Classical, The Middle Age, Early Modern, and Modern eras. That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	Children will know: <ul style="list-style-type: none"> That the features of history are the event, the date of the event and the location That while change over time records a change in history, historical continuity focuses on what stays the same That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences 	Children will know: <ul style="list-style-type: none"> That the features of history are the event, the date of the event and the location That while change over time records a change in history, historical continuity focuses on what stays the same That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences

SKILLS PROGRESSION MAP FOR CHRONOLOGICAL UNDERSTANDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Order three events from our daily routine e.g., wake up, breakfast, brush teeth Join in with family customs and routines e.g., bath time, brush teeth, bedtime story and bedtime Talk about simple changes over time e.g., Grandparents use to have wooden toys and we have plastic toys 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) Label timelines with pictures, words or phrases Explain changes that have happened in their own lives Explain how things have changed since their grandparents were children Use dates to talk about people or events from the past 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Place events or artefacts in order on a timeline Label timelines with pictures, words or phrases and give reasons for their order Explain the difference between long-term and short-term scales Use dates to talk about people or events from the past Connect their new learning of historical people of events to others that they have learnt before 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events, with support Use a timeline within a specific time in history to set out the other of things that have happened, with support Identify different time periods that exist between different groups that invaded Britain Place events or artefacts in order on a timeline, using dates, with support Recognise the concept of change over time, along with evidence, on a timeline 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events Use a timeline within a specific time in history to set out the other of things that have happened Identify different time periods that exist between different groups that invaded Britain Place events or artefacts in order on a timeline, using dates Recognise the concept of change over time, along with evidence, on a timeline 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events accurately Place features of historical events and people from past societies and periods in a chronological framework, with support Create a timeline which outlines the development of specific features, with support Identify main changes in a period of history Explain the concept of continuity and changes over time, supported Explain the chronology of different time periods Make connections and contrasts between different time periods studies, with support 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events accurately Place features of historical events and people from past societies and periods in a chronological framework Create a timeline which outlines the development of specific features Identify main changes in a period of history Explain the concept of continuity and changes over time Explain the chronology of different time periods Make connections and contrasts between different time periods studies

VOCABULARY PROGRESSION MAP FOR CHRONOLOGICAL UNDERSTANDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Sequence Order Routine</p>	<p>Chronological order Timeline Sequence</p>	<p>Event Artefact Long term Short term</p>	<p>Scaled timeline Periods of history Prehistoric Classical The middle age Early modern Modern eras</p>	<p>Scaled timeline Periods of history Prehistoric Classical The middle age Early modern Modern eras</p>	<p>Features Connections Contrast</p>	<p>Features Connections Contrast</p>

STICKY KNOWLEDGE FOR CHRONOLOGICAL UNDERSTANDING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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<ul style="list-style-type: none"> • What does past mean? Something that has already happened • What does present mean? Something that is happening now • What is a sequence? Putting things in order 	<ul style="list-style-type: none"> • What does chronological order mean? That chronological order is the arrangement of things following one after another in time • What is a timeline? That timeline is a way of visually sequencing events in chronological order • How have things changed from the past to present? For example, in Victorian times. Various answers 	<ul style="list-style-type: none"> • What is an event? That an event is something that has happened • Name a significant event that affected our local community. Mining • What is an artefact? an artefact is an object made by a human being linked to a historic event • Name two significant people in history that have similar backgrounds. Florence Nightingale and Mary Seacole or Christopher Columbus and Neil Armstrong 	<ul style="list-style-type: none"> • What is a scaled timeline? A scaled timeline is events are placed on a scale according to actual time distance between events • What are the three main periods of history called? Stone age, bronze age and iron age • When did the prehistory begin in Britain? 2.5 million years ago 	<ul style="list-style-type: none"> • Name three main periods of history. The Middle Age, Early Modern, and Modern eras. • What date was the Viking age from and to in European history? 800–1050 CE • Who built the first roads in Britain? The Romans 	<ul style="list-style-type: none"> • When were the first Olympic games held? 1896 • What was central America known as in the Mayan period? Maya Civilisation • What were the connections and contrasts of Olympic games in the past and present? Various answers 	<p>Tudors What year did the Tudor dynasty begin? 1485 How did the Tudors come to power? The Tudors came to power after a civil war called the Wars of the Roses between the Houses of York and Lancaster. In 1485, Henry Tudor defeated King Richard III at the Battle of Bosworth and became King Henry VII. He married Elizabeth of York to unite the two families and bring peace to England Who was Henry VIII? Henry VIII was a Tudor king of England who ruled from 1509 to 1547 and is famous for having six wives. He also broke away from the Catholic Church and made himself head of the Church of England. Tell me about the wives of Henry VIII: Henry VIII had six wives. Catherine of Aragon – They divorced because Henry wanted a son and she did not have one who survived. Anne Boleyn – She was accused of treason and was executed (beheaded). Jane Seymour – She gave Henry a son (Edward VI) but sadly died soon after. Anne of Cleves – Henry did not like the marriage and they divorced. Catherine Howard – She was accused of treason and was also executed. Catherine Parr – She outlived Henry and survived.</p> <p>World War 1 When did WW1 start and finish? 28 Jul 1914 – 11 Nov 1918 What was life like on the Western Front? Life on the Western Front in World War One was very hard, as soldiers lived in muddy trenches with rats, little sleep and not enough food. They faced constant danger from gunfire, shells and attacks across No Man's Land. What weapons were used? During World War I, new weapons such as machine guns, tanks, submarines, aircraft and poison gas made fighting much more deadly. What animals were used in WW1? Horses, dogs, pigeons and camels were used to carry supplies, deliver messages and help soldiers. How did WW1 end? World War I ended in 1918 when Germany and the other Central Powers realised they could not keep fighting. An agreement called the Armistice was signed on 11 November 1918, which stopped the fighting.</p>
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Historical Enquiry

Curriculum Link with English (all year groups), Art and design: Work of other artists, architects and crafts people (all year groups), Science: evolution and inheritance (Y6), Science: rocks (Y3)

We teach **historical enquiry** by exploring the unique stories, events, and people of the past, helping children understand what makes each period or event significant. By studying local history as well as events further afield, children are encouraged to observe, compare, and discuss causes, consequences, and changes over time, developing confidence in asking questions and interpreting evidence. This approach fosters curiosity while building a deeper awareness of the diversity of experiences and perspectives throughout history.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That we can find out about the past from books, photographs and ask adults That they can find out about changes over time by asking questions. 	<p>Children will know:</p> <ul style="list-style-type: none"> That people use letters, diaries, speeches, and photographs to find out about the past That evidence is a collection of facts or information that suggests whether something is true or false. 	<p>Children will know:</p> <ul style="list-style-type: none"> That people use letters, diaries, speeches, and photographs to find out about the past That evidence is a collection of facts or information that suggests whether something is true or false That the internet can be used to research the life of someone who use to live in my area, and a famous Briton 	<p>Children will know:</p> <ul style="list-style-type: none"> That evidence is a collection of facts or information that suggests whether something is true or false That historical evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. That artistic or visual artifacts, like paintings and other works of art, photographs or political cartoons can also be historical evidence That archaeologists are scientists who study the history of humans by looking at what man-made objects were left behind. 	<p>Children will know:</p> <ul style="list-style-type: none"> That evidence is a collection of facts or information that suggests whether something is true or false That historical evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. That artistic or visual artifacts, like paintings and other works of art, photographs or political cartoons can also be historical evidence That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences 	<p>Children will know:</p> <ul style="list-style-type: none"> That a good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no That when analysing a range of evidence, you have to observe, reflect and question That a historical argument provides reasoning as to why and how an event happened in the past 	<p>Children will know:</p> <ul style="list-style-type: none"> That a good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no That when analysing a range of evidence, you have to observe, reflect and question That a historical argument provides reasoning as to why and how an event happened in the past That propaganda is material that aims to push a particular political point of view or agenda, often by using biased or misleading information

SKILLS PROGRESSION MAP FOR HISTORICAL ENQUIRY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how we can find out about the past e.g., ask a grown-up 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how people find out about the past Explain how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions using different sources such as information books, with support 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how people find out about the past Explain how evidence is collected and used to make historical facts Ask their own questions Answer questions using a specific source such as information books Research the life of someone who used to live in my area, and a famous Briton using a range of resources 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers about the past Identify which suitable sources of evidence can be used for historical enquiries Use more than one source of evidence for historical enquiry Describe what an archaeologist does Research to find out facts about the time period they are studying 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers about the past Identify which suitable sources of evidence can be used for historical enquiries Use more than one source of evidence for historical enquiry Describe what an archaeologist does Research to find out facts about the time period they are studying Compare and contrast different forms of evidence in their research Explain what it was like for men, women and children in the given time period they are studying 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Devise historical questions about the period they are studying Analyse a range of evidence to justify claims about the past Explain that no single source of evidence gives the full answer to questions about the past Explain that historical artefacts have helped us understand more about British lives past and present Select suitable sources of evidence and give reasons for their choices Give a reason to support a historical argument 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Devise historical questions about change, cause, similarities, differences and significance relating to the period they are studying Analyse a range of evidence to justify claims about the past Explain that no single source of evidence gives the full answer to questions about the past Explain that historical artefacts have helped us understand more about British lives past and present Select suitable sources of evidence and give reasons for their choices Give a reason to support a historical argument Explain propaganda
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VOCABULARY PROGRESSION MAP FOR HISTORICAL ENQUIRY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Photographs Books Questions	Letters Diaries Speeches Photographs Evidence True False	Evidence Resources	Newspaper Article Death certificate Love letters Political speeches Artistic artefact Visual artefact Archaeologist	Newspaper Article Death certificate Love letters Political speeches Artistic artefact Visual artefact Archaeologist Connection Contrast	Analyse Historical argument	Change Cause Similarities Differences Analyse propaganda

STICKY KNOWLEDGE FOR HISTORICAL ENQUIRY

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Why is it important to ask questions? To find out answers to our questions • What type of books help us find information? Non fiction • Where can you find information about dinosaurs? Books and internet 	<ul style="list-style-type: none"> • What does it mean if something is true? It is right • What does it mean if something is false? It is wrong • How can you find out information about people in the past? Letters, diaries, speeches, photographs 	<ul style="list-style-type: none"> • What is the internet used for? To find out information • What is evidence? <i>Evidence</i> is a collection of facts or information that suggests whether something is true or false • How is evidence collected? Evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. 	<ul style="list-style-type: none"> • Name 2 types of historical evidence. Letters and speeches • What is a type artistic or visual artefact? Painting • What does an archaeologist do? Archaeologists are scientists who study the history of humans by looking at what man-made objects were left behind. 	<ul style="list-style-type: none"> • What does contrast mean? Contrast between different time periods studied showing differences • Name 2 types of historical evidence Death certificate and newspaper articles • Why is it important to use more than one source of evidence for a historical enquiry? To gain a more accurate understanding of history 	<ul style="list-style-type: none"> • What is an open-ended question and why are they a good source for historical enquiries? Good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no • What does 'analyse' mean? To study or examine something in detail to understand or discover more about it • How do historical artefacts help enquiries? Artifacts help to learn how people lived in specific times and places 	<ul style="list-style-type: none"> • What does an historical argument show? Historical argument provides reasoning as to why and how an event happened in the past • What is propaganda? propaganda is material that aims to push a particular political point of view or agenda, often by using biased or misleading information



Knowledge and Interpretation

Curriculum Link with Geography: Place Knowledge (Y3-6), Design and Technology: Construction (all year groups)

We teach **historical knowledge and interpretation** by helping children understand and explain events, people, and societies from the past. Pupils explore different sources of evidence, such as documents, artefacts, images, and eyewitness accounts, to interpret and make sense of history. They are encouraged to compare perspectives, identify bias, and form their own judgements about significance, causes, and consequences. This approach develops critical thinking while building a deeper understanding of how historians construct knowledge and interpret the past

KNOWLEDGE PROGRESSION MAP FOR KNOWLEDGE AND INTERPRETATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That they can put daily routine events in order That a daily routine tells us what happens in order That the past is something that has already happened That present means what is happening now The kind of materials toys use to be made of e.g., wood and metal The kind of materials that toys are made from now e.g., plastic 	<p>Past and Present Children will know:</p> <ul style="list-style-type: none"> That chronological order mean putting events in order that they happened That a timeline is can organize events That they can put their life events in an order That the past is something that has already happened That present means what is happening now <p>Great Fire of London Children will know:</p> <ul style="list-style-type: none"> That the Great Fire of London started on Sunday 2nd September 1666 in a baker's shop on Pudding Lane. The baker's name was Thomas Farriner. That in 1666, London had no fire brigade. That many buildings were being destroyed by the fire or pulled down with hooks to try to stop the fire from spreading. That people had to carry their belongings to safety using boats on the river Thames. <p>Victorians Children will know:</p> <ul style="list-style-type: none"> That Queen Victoria had four sons and five daughters. That Queen Victoria reigned for 63 years and 7 months. That she reigned longer than any king or queen before her. That poor children often had to work instead of going to school. That many children worked with their parents at home or in workshops, making matchboxes or sewing. That children could also earn a bit of money as chimney-sweeps, messengers or crossing sweepers. That Florence Nightingale was a nurse and she saved the lives of many soldiers during the War 	<p>Significant Individuals Children will know:</p> <ul style="list-style-type: none"> That people can be ordered on a timeline That Christopher Columbus was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates. That Christopher Columbus became famous as the explorer who found new lands called 'The Americas'. That Christopher Columbus found the Americas by accident. That Neil Armstrong became the first man to walk on the Moon in 1969. That Rosa Parks was a woman of strong character who was deeply committed to her beliefs That Emmeline Pankhurst fought for women's right to vote <p>Mining Children will know:</p> <ul style="list-style-type: none"> That the Earth's crust contains many minerals and materials. That to get these valuable natural resources, people must dig into the ground. The holes that they dig are called mines. That some mines are narrow shafts, or tunnels, that go very deep underground. That coal is a black or brown rock that releases energy in the form of heat. That the National Union of Mineworkers had staged a nationwide strike to prevent the closure of 20 coal mines Margaret Thatcher was the first female Prime Minister of the United Kingdom. She was nicknamed 'The Iron Lady'. <p>The Local Area Children will know:</p> <ul style="list-style-type: none"> That they go to school in Barnburgh That we are on the boarder of Barnsley, Doncaster and Rotherham Conisbrough Castle is one of South Yorkshire's most striking landmarks. The castle was the centre of a great Norman lordship, given by William the Conqueror to William de Warenne published in 1819 	<p>Egypt Children will know:</p> <ul style="list-style-type: none"> That the ancient Egyptians were experts at farming and construction because they were very inventive. That they invented a solar calendar That they invented a writing system called hieroglyphs. That the ancient Egyptians were ruled by kings and queens called pharaoh That mummification is a process where the skin and flesh of a corpse can be preserved. That Egyptians built giant pyramids as monuments to the pharaohs. The pyramids were also tombs for the pharaohs. They were designed to protect a pharaoh and his belongings after death. That the Nile provided the people with means for transport, help with irrigation for farming, some food such as fish, and even created fertile soil for growing crops <p>Stone, Bronze and Iron Age Children will know:</p> <ul style="list-style-type: none"> That Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. That Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. That each period is named after the main material used to make tools at that time. That Stonehenge is a stone circle in Wiltshire, England. It lines up with the Sun during midsummer and midwinter. That in the Stone Age, tools were made from stone, wood and bone. They were used for digging, hunting and chopping. That in the Bronze Age, bronze tools were sharper, stronger and more efficient. That in the Iron Age, iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy. 	<p>Romans Children will know:</p> <ul style="list-style-type: none"> That in AD 43, the Roman emperor Claudius launched an invasion of Britain That most people in the city of Rome lived in crowded apartment buildings called insulae that were five to seven stories high. That wealthier Romans lived in houses called domus that had a dining room and an atrium—an open-air courtyard that often had a pool at the center Romans invaded to make their empire as big and powerful as possible That the first roads in Britain were built by the Romans That Hadrian's Wall was a barrier to keep invaders from the north out of the Roman province of Britain <p>Anglo Saxons and Vikings Children will know:</p> <ul style="list-style-type: none"> That the Viking age in European history was from about AD700 to 1100. That during this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. That the name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid' That Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes. 	<p>Mayans Children will know:</p> <ul style="list-style-type: none"> That the Mayan civilization and culture was well established by 1000 BCE, and it lasted until 1697 CE That they lived in an area of North America that was known as Mesoamerica but which is now the countries of Mexico, Guatemala, Honduras, El Salvador and Belize. This area is often referred to as Central America today That they practiced a belief system called animism. Animism is the belief that objects, places and creatures all possess a distinct spiritual essence, or soul. For the Maya, all things - animals, plants, rocks, rivers, weather systems, human handiwork and perhaps even words - were alive That the two most well-known creation stories are recorded in the Popol Vuh and Chilam Balam <p>Greeks Children will know:</p> <ul style="list-style-type: none"> That in c6000–c3000 BC, People started to farm and make produce in Neolithic Greece. That in 776 BC, the first Olympic Games were held in Olympia That Greece is located in Southern Europe, between Albania and Turkey. That Athens is the capital of Greece That Socrates, Plato and Aristotle were some of the greatest philosophers of their time, and their ideas are still influential today. That in ancient Greece, class and gender determined the roles people could play in society and at home. Only male citizens were allowed to vote and make decisions. 	<p>Tudors Children will know:</p> <ul style="list-style-type: none"> That the Tudors were a Welsh-English royal dynasty who ruled 1485 to 1603 Henry VII became king after his defeat of Richard III at the Battle of Bosworth Field in 1485 That Henry VIII was King of England and Ireland from 21.04.1509 until 28.01.1547 That Henry VIII had six wives who were called: Catherine of Aragon, Ann Boleyn, Jane Seymour, Anne of Cleaves, Catherine Howard and Catherine Parr That it took seven years for Henry VIII to rid himself of his first wife known as the King's 'Great Matter'. Executions such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason or heresy. <p>WW1 and WW2 Children will know:</p> <ul style="list-style-type: none"> That the First World War was 1914 - 1918 That WW1 started after the assassination of Archduke Franz Ferdinand on 28th June 1914. That the war was fought between two groups: the Central Powers and the Allied and Associated Powers That the war ended in 1918, at 11am on the 11th November. That the poppy is a symbol of remembrance as they grew on the old battlefields. That the Second World War lasted from 1939 to 1945. That on one side were the Axis Powers (including Germany, Italy and Japan). On the other side were the Allied Powers (including Britain, France, the Soviet Union and the USA). That the intense and sudden bombing was called the Blitz. That rationing was introduced in 1940, which meant that each person could only buy fixed amounts of certain foods each week

SKILLS PROGRESSION MAP FOR KNOWLEDGE AND INTERPRETATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Sequence 3 events from the daily routine. Say some parts of the daily routine in order e.g. I have breakfast, then get dressed then go to school. Say that a long time ago toys were made from wood and metal. Say that today lots of toys are made from plastic 	<p>Past and Present Children will be able to:</p> <ul style="list-style-type: none"> Order 3 recent events in chronological order. Create a timeline of past events using pictures and words. Create a timeline of their own life. Make a comparison between their lives and their grandparents. Discuss important dates in recent history. <p>Great Fire of London Children will be able to:</p> <ul style="list-style-type: none"> Explore sources of information to find out facts about The Great Fire of London. Create a timeline of the events of The Great Fire of London. Create a short scene to explore what it was like for the people of London during The Great Fire. Compare what London was like before and after The Great Fire. Recall historical facts about The Great Fire of London. Collect and present evidence from a range of sources about The Great Fire of London. <p>Victorians Children will be able to:</p> <ul style="list-style-type: none"> Explore sources of information to find out facts about Queen Victoria. Discuss similarities and differences between Victorian life and life in the present day. Collect and present facts about life as a Victorian child. Create a fact file about Victorian life. Learn about Florence Nightingale and why she was a significant historical figure in the Victorian Era. Learn about Grace Darling and why she was a significant historical figure in the Victorian Era. 	<p>Significant Individuals Children will be able to:</p> <ul style="list-style-type: none"> Sort and group significant individuals. Order significant people on a timeline. Brainstorm the impact of Christopher Columbus. Research information about Neil Armstrong. Discuss the impact of Rosa Parkes. Identify facts and opinions about Emmeline Pankhurst. Compare Neil Armstrong and Christopher Columbus. <p>Mining Children will be able to:</p> <ul style="list-style-type: none"> Identify what a mine is and why they are significant. Discover mines within the local community. Find out who worked in the mines. Research information about coal and how it is collected and used. Compare mines in the 1800's and 1900's. Discover the impacts of the strikes. <p>The Local Area Children will be able to:</p> <ul style="list-style-type: none"> Explore the local area. Identify how the local area has changed over time. Study a significant person within the local community. Identify the features of Conisbrough castle. Find out the significance of Conisbrough castle. 	<p>Egypt Children will be able to:</p> <ul style="list-style-type: none"> Explain who the ancient Egyptians were Describe what life was like in Ancient Egypt Explain mummification Explain why pyramids were built Identify the roles of gods and goddesses Understand hieroglyphics. Explain why the Nile was described as a gift <p>Stone, Bronze and Iron Age Children will be able to:</p> <ul style="list-style-type: none"> Identify the stone age, bronze age and iron age on a time line Investigate what everyday life was like in the stone age bronze age and iron age. Explore the tools made during the stone age, bronze age and iron age. Locate settlements from the periods of the stone age, bronze age and iron age. Describe homes from the stone age, bronze age and iron age. Explain the legacy of the stone age, bronze age and iron age. 	<p>Romans Children will be able to:</p> <ul style="list-style-type: none"> Identify what everyday life was like in Ancient Rome Identify why the Romans invaded Britain and recall key facts about the invasion Understand why and how Romans built new roads and towns in Britain Recognise the importance of Hadrian's Wall to the Romans Understand the lives of soldiers who lived there Understand the lasting impact of the Roman Empire on Britain. Identify issues that led to the fall of the Roman Empire <p>Anglo Saxons and Vikings Children will be able to:</p> <ul style="list-style-type: none"> Understand what life was like as an Anglo-Saxon. Understand how the Anglo-Saxons ruled Britain. Collect information about the discoveries at Sutton Hoo. Understand who the Vikings were. Identify different Viking artifacts and explain what we know about them. Understand how Vikings would travel. Explore what life could have been like in Viking Britain Identify some Viking heroes and understand their importance. 	<p>Mayans Children will be able to:</p> <ul style="list-style-type: none"> Identify the time period of the ancient Mayan civilization Explain how and where the Ancient Maya people lived Identify the religious beliefs of the Maya civilization Compare the two stories of Maya creation Compare the daily life of Mayans and present day <p>Greeks Children will be able to:</p> <ul style="list-style-type: none"> Identify the time period of the ancient Greeks To identify how Alexander the Great's Empire grew and the effects of this. Identify the location of Greece and the main city states To compare the city states of Athens and Sparta. Explain how and where the Ancient Greeks lived Explain the types of ancient Greek art and culture To explore the beliefs of the ancient Greeks. Identify the difference between Olympic games now and then To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. Create Greek architecture using tinker cad. To identify and research the ideas of Ancient Greek philosophers such as Socrates, Plato, and Aristotle, and explain why their thinking is still important today. 	<p>Tudors Children will be able to:</p> <ul style="list-style-type: none"> Chronologically order sequence a Tudor timeline of key events Explain how the Tudors came to power Understand who Henry VIII was and why he was a significant Tudor monarch Name the order of Henry VIII's six wives and their fates Explain Henry VII's 'great matter' Name Tudor crimes and punishments <p>WW1 and WW2 Children will be able to:</p> <ul style="list-style-type: none"> Identify when the First World War started and finished Explain who started the First World War Identify who fought in the First World War Identify the weapons used Explain how the First World War ended Identify what the poppy represents Identify when the Second World War started and finished Identify who fought in the Second World War Explain what the Blitz was Explain what rationing was

VOCABULARY PROGRESSION MAP FOR KNOWLEDGE AND INTERPRETATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Order Routine Sequence Past Present Long ago	<p>Past and Present: order, timeline, past, present</p> <p>Great Fire of London: Baker, Pudding Lane, Thomas Farriner, London, Fire brigade, fire, spreading, River Thames</p> <p>Victorians: Queen Victoria, reigned, chimney-sweeps, Florence Nightingale, nurse, soldiers</p>	<p>Significant Individuals: Christopher Columbus, sailor, explorer, America, Neil Armstrong, Rosa Parks, Emmeline Pankhurst, significant, impact, change, women's rights</p> <p>Mining: Earth's crust, minerals, resources, mines, shafts, tunnels, pits, coal, strike, Margaret Thatcher, Arthur Scargill.</p> <p>The Local Area: Barnburgh, Doncaster, Rotherham, Barnsley, Conisbrough Castle, landmarks, Norman, William the Conqueror, castle wall, keep, arrow slits, battlements, towers.</p>	<p>Egypt: farming, construction, solar calendar, hieroglyphs, pharaoh, pyramids, river Nile, irrigation</p> <p>Stone, Bronze and Iron Age: Prehistory, periods, Stonehenge, tools, weapons</p>	<p>Romans: Claudius, invasion, domus, empire, Hadrian's Wall, courtyard</p> <p>Anglo Saxons and Vikings: Scandinavia, longboats, Britain, Ireland, Old Norse, pirate raid, trading</p>	<p>Mayans: civilisation, North America, Mesoamerica, animism, Popol Vuh, Chilam Balam</p> <p>Greeks: Neolithic Greece, Olympic games, Olympia, Athens, Socrates, Plato, Aristotle, philosophers</p>	<p>Tudors: Dynasty, Henry VII, Henry VIII, Battle of Bosworth Field, beheaded, died, divorced, punishment, treason, heresy</p> <p>WW1 and WW2: Franz Ferdinand, assassination, Allied, Associated powers, poppy, remembrance, blitz, Winston Churchill</p>

STICKY KNOWLEDGE FOR KNOWLEDGE AND INTERPRETATION

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Name 2 types of dinosaurs. Various answers What is bonfire night? Bonfire Night celebrates Guy Fawkes and the Gunpowder Plot. How have toys changed over the years? Why are they different? Various answers Name and describe people that help you. Various answers 	<p>Past and Present</p> <ul style="list-style-type: none"> Who was Florence Nightingale? Florence Nightingale was a nurse and she saved the lives of many soldiers during the War <p>Great Fire of London</p> <ul style="list-style-type: none"> When did the Great Fire of London Start? Sunday 2nd September 1666 What was the lane called that the fire started on? Pudding Lane 	<p>Local Area</p> <ul style="list-style-type: none"> What are some of the main features of Conisbrough Castle? Castle Wall, keep, spiral staircase, battlements and arrows slits. Why is William the Conqueror significant? He built castles to protect his power and keep control of the company. Conisbrough castle was one of the castles which was built by a supporter to help his case. How has Barnburgh changed over time? More houses, transport routes, shops/hairdressers What 3 areas is Barnburgh on the border of? Barnsley, Doncaster and Rotherham. 	<p>Egypt</p> <ul style="list-style-type: none"> What is mummification? Mummification is a process where the skin and flesh of a corpse can be preserved. Why was the River Nile important in Egypt? The Nile provided the people with means for transport, help with irrigation for farming, some food such as fish, and even created fertile soil for growing crops What famous landmark is in Egypt? The Pyramids 	<p>Romans</p> <ul style="list-style-type: none"> Where did wealthier Romans live? In a domus What did the Vikings buy when they sailed the seas? They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. What type of building did most people live in Rome? Most people in the cities of Ancient Rome lived in apartments called insulae 	<p>Mayans</p> <ul style="list-style-type: none"> What was one of the reasons for the end of the Mayan civilization? Infaction, the invasion of the Spanish and famine. What is Animism? Animism is the belief that objects, places and creatures all possess a distinct spiritual essence, or soul. For the Maya, all things - animals, plants, rocks, rivers, weather systems, human handiwork and perhaps even words - were alive 	<p>Tudors</p> <ul style="list-style-type: none"> How did the Tudors come to power? They came to power when Henry VII became king after his defeat of Richard III at the Battle of Bosworth Field in 1485 Who was Henry VIII? Henry VIII was King of England and Ireland from 21 April 1509 until 28 January 1547 Tell me about his wives Henry VIII had six wives who were called: Catherine of Aragon (Divorced), Ann Boleyn (Beheaded), Jane Seymour (Died), Anne of Cleves (Divorced), Catherine Howard (Beheaded) and Catherine Parr (Survived) <p>WW1 and WW2</p> <ul style="list-style-type: none"> How are the people who died in the Wars remembered now? The poppy is a symbol of remembrance. During the First World War, poppies grew on

		<ul style="list-style-type: none"> • When did the first man walk on the moon? 1969 • What did Emmeline Pankhurst fight for? Emmeline Pankhurst fought for women's right to vote • What is an activist? An activist is someone who is active in campaigning for change, normally on political or social issues 		<p>from the north out of the Roman province of Britain? Hadrian's Wall</p>	<p>animals, plants, rocks, rivers, weather systems, human handiwork and perhaps even words - were alive</p> <ul style="list-style-type: none"> • Name 3 of the greatest philosophers in the Greek period? Socrates, Plato and Aristotle 	<p>barren land, such as old battlefields.</p> <ul style="list-style-type: none"> • What was the Blitz? The intense and sudden bombing was called the Blitz.
	<p>Victorians</p> <ul style="list-style-type: none"> • How could children earn money in the Victorian times? By being chimney-sweeps, messengers or crossing sweepers. • How long did Queen Victoria reign for? 63 years and 7 months 	<p>Mining</p> <ul style="list-style-type: none"> • Who was the first female Prime Minister? Margaret Thatcher • What are mines? mines are narrow shafts, or tunnels, that go very deep underground. Other mines are large open pits, like canyons. 				

Throughout the school year, we use significant historical events to enrich learning, deepen understanding, and make history relevant to pupils' lives. These events provide opportunities to explore the past, develop enquiry skills, and reflect on the impact of history on the present.

HISTORY ENRICHMENT							
TERM	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	Black History Month <ul style="list-style-type: none"> To understand that everyone is unique and special. 	Black History Month <ul style="list-style-type: none"> To explore what fairness means. 	Black History Month <ul style="list-style-type: none"> To understand that one person, like Martin Luther King Jr., can help change the world. 	Black History Month <ul style="list-style-type: none"> To explore diversity and why it is important to treat all people equally, linking to the life and message of Martin Luther King Jr. 	Black History Month <ul style="list-style-type: none"> To understand the power of peaceful protest and how Martin Luther King Jr. influenced change in society. 	Black History Month <ul style="list-style-type: none"> To examine how Martin Luther King Jr.'s ideas inspired people beyond the USA, including Black British activists such as Paul Stephenson and Olive Morris. 	Black History Month <ul style="list-style-type: none"> To critically reflect on Martin Luther King Jr.'s legacy and consider how his message of justice, peace, and equality is still relevant today.
	Remembrance Day <ul style="list-style-type: none"> To recognise the poppy as a symbol of remembrance and to understand that people wear it to remember others who helped us. 	Remembrance Day <ul style="list-style-type: none"> To understand that Remembrance Day is a time to remember people who helped and protected us in the past. 	Remembrance Day <ul style="list-style-type: none"> To recognise the significance of observing two minutes' silence and other remembrance traditions. 	Remembrance Day <ul style="list-style-type: none"> To know that the World Wars happened between different countries, and understand that Remembrance Day helps us remember those events and their impact. 	Remembrance Day <ul style="list-style-type: none"> To understand the emotional and social impact of war on everyday life and reflect on wartime stories to help us understand why Remembrance day is still important today. 	Remembrance Day <ul style="list-style-type: none"> To recognise that remembrance includes honouring everyone affected by war, not just soldiers. 	Remembrance Day <ul style="list-style-type: none"> To reflect on how the legacy of war has shaped our world today and why remembrance is important for future generations. Discuss why remembrance remains important for future generations and how it encourages values like peace, respect, and gratitude.
	Democracy week <ul style="list-style-type: none"> To begin to understand the idea of taking turns, making choices, and listening to others. 	Democracy week (link with school council) <ul style="list-style-type: none"> To understand that everyone's opinion matters and we can vote to make fair choices. 	Democracy week (link with school council) <ul style="list-style-type: none"> To begin to understand what a leader is and why we choose them. 	Democracy week (link with school council) <ul style="list-style-type: none"> To learn what a democracy is and why it is important. 	Democracy week (link with school council) <ul style="list-style-type: none"> To understand representation and how decisions are made in the UK. 	Democracy week (link with school council) <ul style="list-style-type: none"> To Learn about civil rights movements, suffragettes, and how people have fought for the right to vote. 	Democracy week (link with school council) <ul style="list-style-type: none"> To explore how democracy works today, including elections, parties, and manifestos.
SPRING							

<p>SUMMER</p>	<p>VE Day</p> <ul style="list-style-type: none"> LI: to explain that VE Day represents Victory in Europe Day and links to the end of the second world war LI: to understand that war is when countries fight against each other and peace is when countries are friends with each other 	<p>VE Day</p> <ul style="list-style-type: none"> LI: to explain that VE Day is Victory in Europe Day and marks the day when allied forces accepted the unconditional surrender of Nazi Germany in World War 2 which occurred on May 8th 1945 LI: to explain that people took to the streets on VE Day with parades, dancing and singing showing their happiness that the war was over 	<p>VE Day</p> <ul style="list-style-type: none"> LI: to explain that VE Day is celebrated as a day of joy and relief because it marked the end of a long and difficult war in Europe. LI: to identify Europe on a map 	<p>VE Day</p> <ul style="list-style-type: none"> LI: to explain that an ally is a friend. LI: to explain that the allied forces included countries like the United Kingdom, the United States, the Soviet Union, and France, who worked together to defeat Germany To identify the above countries on a map 	<p>VE Day</p> <ul style="list-style-type: none"> LI: to explain that Winston Churchill was the Prime Minister during this time. LI: to explain that Winston Churchill announced the victory to the public in a famous speech on VE Day, telling people to rejoice because 'this is your victory'. 	<p>VE Day</p> <ul style="list-style-type: none"> To explain that VE Day serves as a reminder to remember the sacrifices made by soldiers and civilians during the war and to honor those who lost their lives. 	<p>VE Day</p> <ul style="list-style-type: none"> LI: To explain that after VE Day many countries began to lift food rationing that had been in place during the war , allowing people to return to normal life LI: the end of the war led to the formation of important international organisations such as the united nations, to help promote peace and cooperation among nations
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