

Start here

Year 3

Stone Age to Iron Age: What were the changes?
Spring 2 + Summer 1

Ancient Egypt: What were their beliefs?
Autumn 1 + 2

Year 4

The Roman Empire: What was its impact on Britain?
Summer 2

The Anglo-Saxons: How did their settlements impact Britain?
Spring 1

Bi-annually— The Mary Rose
Why did it sink so quickly?
Y3/4 Local Study

The Maya: How do they compare to other civilisations at the time?
Autumn 2

Year 5

The Vikings: Were they raiders or Traders?
Summer 1 + 2

Year 6

The Blitz: How was it a turning point for Britain?
Autumn

The Ancient World: Ancient Summer, The Indus Valley and The Shang Dynasty: How were they similar?

Ancient Greeks: What were their achievements and influence?
Spring

Bi-annually— Dinorben Court
How did the house fall into disrepair?
Y5/6 Local Study

Secondary school ready!

Chronology

Historical Interpretation

Cause and Consequence

Historical Enquiry

Making Connections

Change and Continuity

Characteristic Features

Historical Significance

Heatherside Junior School

Key Stage Two History Overview

National Curriculum

Purpose of study

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

Aims

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

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

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Historical Facts - Substantive Knowledge

	Y3	Y4	Y5	Y6
Topic 1	<p style="text-align: center;"><u>Stone Age to Iron Age:</u> What were the changes?</p> <p>NC: changes in Britain from the Stone Age to the Iron Age</p>	<p style="text-align: center;"><u>Ancient Egypt:</u> What were their beliefs?</p> <p>NC: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study</p>	<p style="text-align: center;"><u>The Maya:</u> How do they compare to other civilisations at the time?</p> <p>NC: a non-European society that provides contrasts with British history:</p>	<p style="text-align: center;"><u>The Blitz:</u> How was it a turning point for Britain?</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p>
	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> Can describe some changes over a period of time and identify things that have stayed the same between the Stone Age, Bronze Age and Iron Age. <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> That the Stone Age, Bronze Age and Iron Age occurred thousands of years ago They changed from hunter gathers to farmers Their homes were small and made from rock/wattle and daub Stone Age people used tools made from flint. Bronze Age people made tools from metal and could farm more land because they had better tools. Iron Age people could make stronger tools and weapons from iron and continued to farm more land <p>Wider Curriculum - Trip to Butser Farm</p>	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> Understand the importance of the Nile to the settlement of Ancient Understand that Egyptians believed in Gods and the After Life and this is why they mummified bodies and built tombs with items that would be needed in the next life. <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> The Ancient Egyptians had the knowledge to write, craft, build, farm, battle and trade. The Egyptians were a significant Ancient civilisation. There were other significant civilisations existing at similar times. The Ancient Egyptian Empire lasted for over 5000 years and ended over 2000 years ago at the time of the Roman Empire. <p>Wider Curriculum - Ashmoleon Museum, Egyptian Day and VR experience.</p>	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> I can identify ways in which the Maya were important <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> They can make connections between Maya beliefs and those of another civilisation. The height of the Maya civilisation came at the time when the Saxons were fighting the Vikings in Britain. It was the Maya society that was in many ways more advanced with its large cities, sophisticated stone buildings (such as temples) and complicated systems for writing and counting. They can explain the causes to the end of the Maya civilisation and make links to the decline of other empires (ie The Romans) 	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> can explain ways in which the Blitz has a significant affect for lives on the Home Front <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> how evacuation happened as a consequence of the Blitz/ war Why evacuees appear to be happy about being evacuated and discuss how every child's experience of evacuation was not the same Why the government launched a 'careless talk' campaign How the Blitz changed life for women as they were required to take on different roles when men went to war. <p>Wider Curriculum - Watercress Line and War Memorial</p>

	Y3	Y4	Y5	Y6
Topic 2	<p align="center"><u>The Roman Empire:</u> What was its impact on Britain?</p> <p>NC: The Roman Empire and its impact on Britain</p>	<p align="center"><u>The Anglo-Saxons:</u> How did their settlements impact Britain?</p> <p>NC: Britain's settlement by Anglo-Saxons and Scots</p>	<p align="center"><u>The Vikings:</u> Were they Raiders or Traders?</p> <p>NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p align="center"><u>Ancient Greeks:</u> What were their achievements and influence?</p> <p>NC: Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>
	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> I can explain what the roman legacy in Britain is <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> Claudius invaded Britain successfully for its resources. The Roman army was successful because it was well organised. Boudicca led a revolt against the Romans, but it was eventually crushed. The Roman's legacy can still be seen today, such as central heating, spas/baths/public swimming, some food... <p>Wider Curriculum - Roman Day.</p>	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> Can describe and explain key features of Anglo-Saxon life and legacy. <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> Who the Saxons were and where they came from Why the Saxons travelled to England and how we know where they settled. How Anglo Saxons lived and how society was ruled. What Saxon artefacts can tell us about the people, their beliefs and way of life. What the Sutton Hoo burial is and why it's important. What the Anglo Saxons believed and how and why they converted to Christianity. How Britain changed and the arrival of the Vikings. <p>Wider Curriculum: Off the Page History Day Anglo Saxon Mini Production.</p>	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> I understand why the Vikings might have come to Britain and that some were raiders and some traders. <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> The date of the Viking raid on Lindisfarne and other key events Reasons why Vikings came to Britain Why they were successful Changes in fortune for Vikings and Saxons Key achievements of Alfred the Great <p>Wider Curriculum: Ufton Court</p>	<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> can explain the historical significance of the Ancient Greeks on Modern Western Society. <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> The development of Ancient Greece is different to civilisations like the Egyptians. · Greece was not a single unified nation state but rather a collection of city-states. The system in Athens was direct democracy where every male citizen could vote or stand for office. Education differed by gender. · Sparta had a rigid society with defined social classes · The culture was based on serving in the military which male citizens had to do Non-citizens fulfilled other roles and could face violence · Women enjoyed more rights than in other city-states (property, wealth, education) Women, slaves and non-Athenians were not allowed to vote

Topic 3				<p style="text-align: center;"><u>The Ancient World:</u> Ancient Sumner, The Indus Valley and The Shang Dynasty: How were they similar?</p> <p style="text-align: center;">NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <p style="text-align: center;"><i>Themes:</i></p>
				<p><u>Historical Knowledge assessed:</u></p> <ul style="list-style-type: none"> • Identify differences between attributes/ achievements and firsts/earliest or greatest (size, longest, tallest, etc). <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> • Approximate dates/duration of each civilisation. • Location of each civilisation and importance of climate and major rivers. • Identify the main shared characteristics of each civilisation through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery).
Local Study	<p style="text-align: center;"><u>The Mary Rose</u> Why did it sink so quickly?</p> <p style="text-align: center;">NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>		<p style="text-align: center;"><u>Dinorben Court</u> How did the house fall into disrepair?</p> <p style="text-align: center;">NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
	<p><u>The children will learn:</u></p> <ul style="list-style-type: none"> • I can list when and where the Mary Rose sank • I understand why the Mary Rose is significant to Hampshire • I can list 3 possible causes for the sinking of the Mary Rose <p>Wider Curriculum: A virtual workshop with the Mary Rose learning centre.</p>		<p><u>The children will learn:</u></p> <ul style="list-style-type: none"> • I can use census data, maps, contemporary sources to gather information to help me answer an enquiry question • I can supplement this with research of my own • I can use this to draw conclusions about how aspects of national history are reflected in our local area • I can process and present my findings in a creative way, sharing it with a local audience 	

	Historical Skills - Disciplinary Knowledge					
	Y3	Y4	LKS2	Y5	Y6	UKS2
	<p>Stone Age to Iron Age: What were the changes?</p> <p>The Roman Empire: What was its impact on Britain?</p>	<p>Ancient Egypt: What were their beliefs?</p> <p>The Anglo-Saxons: How did their settlements impact Britain?</p>	<p>The Mary Rose: Why did it sink so quickly?</p>	<p>The Maya: How do they compare to other civilisations at the time?</p> <p>The Vikings: Were they raiders or Traders?</p>	<p>The Blitz: How was it a turning point for Britain?</p> <p>Ancient Greeks: What were their achievements and influence?</p> <p>The Ancient World: Ancient Sumner, The Indus Valley and The Shang Dynasty. How were they similar?</p>	<p>Dinorben Court: How did the house fall into disrepair?</p>
Chronology		<p>Ancient Egypt - Begin to understand that historical periods overlap each other and vary in length. Use more precise chronological vocabulary</p>			<p>Ancient Civilisations - Can accurately place civilizations / periods studied in chronological order, and may take account of some overlap in duration and intervals between them</p>	
Change and Continuity	<p>Stone Age to Iron Age - Can describe some changes in history over a period of time and identify some things which stayed the same</p>	<p>Anglo-Saxons - Can identify reasons for change and understand the legacy of those changes</p>		<p>Maya - Can give simple explanations with simple examples of why change happened during particular events / periods. Understand that there is usually a combination of reasons for any change. Understand that changes do not impact everyone in the same way/ time</p>		
Historical Significance		<p>Anglo-Saxons - Can identify significance reveals something about history or contemporary life</p>			<p>The Blitz - Can make judgements about historical significance against criteria. Recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance)</p> <p>Ancient civilizations - can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p>	

<p>Historical Interpretations</p>	<p>Romans - Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version</p>		<p>Local History - The Mary Rose Can describe how different interpretations arise. Understand that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past</p>	<p>Vikings - Understand that different accounts of the past emerge for various reasons - different people might give a different emphasis. Understand that some interpretations are more reliable than others</p>		
<p>Historical Enquiring</p>	<p>Stone Age to Iron Age - Can describe in simple terms how sources reveal important information about the past. Recognise that the absence of certain types of sources can make it more difficult to draw conclusions</p>	<p>Ancient Egypt & Anglo-Saxons - Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. Ask perceptive questions. Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis</p>	<p>Local History - The Mary Rose Ask perceptive questions Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis</p>		<p>Ancient Greece - Can construct reasoned arguments about events, periods or civilizations studied. Can question source reliability with reference to the period or civilization and / or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this</p>	<p>Local History - Dinorben Court Can construct reasoned arguments about events, periods or civilizations studied Can question source reliability with reference to the period or civilization and / or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this</p>
<p>Characteristic Features</p>				<p>Maya - Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of a period / civilization studied and studied previously</p>	<p>Ancient Civilisation - understand that some past civilisations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/civilisation studied and others studied previously.</p>	
<p>Cause and consequence</p>	<p>Romans - Can describe the causes and / or consequences of an important historical event offering more than one example of its results</p>				<p>The Blitz - Can explain causes and consequences of quite complex events, even though they might still link some in a simple way</p>	<p>Local History - Dinorben Court Can explain causes and consequences of quite complex events, even though they might still link some in a simple way</p>
<p>Making Connections</p>	<p>Historical periods will be linked between topics through the use of bridging lessons and explicit discussion around similarities and differences that have been learnt in previous topics.</p>					

Year Group	History Key Vocabulary
EYFS	today, yesterday, tomorrow, present, past, future, chronology, day, night, week, month, year, seasons, long ago, old, new, recent, baby, child, grown up/ adult, parent, grand parent, great grandparent
	Key stage 1 (HIS)
Year 1	Timeline, Old, older, oldest, new, newer, newest, modern, before, after, past, present, future, earliest, earlier, latest, later, years, century, change, consequence, same, different Toys. Plastic, metal, China, wood, artefacts, Mary Anning, palaeontologist, fossils, discovery, dinosaurs, Neil Armstrong, Buzz Aldrin, Michael Collins, Apollo 11, space, rocket, gravity, moon landing, lunar, space, sources,
Year 2	Timeline, Local, long time ago, Old, older, oldest, new, newer, newest, modern, before, after, past, present, future, earliest, earlier, latest, later, years, century, change, cause, consequence, same, different, similarities, differences, source, evidence, Florence Nightingale, Mary Seacole, Crimea, Scutari, infections, nurse, doctor, patient, hospital, clean Great Fire of London, Pudding Lane, bakers, Samuel Pepys, Thomas Fariner, King Charles II, St Paul's cathedral, fire fighters, River Thames, Tower of London, eye witness, , leather bucket, thatched roof, wooden houses, gunpowder Local, Basingstoke Canal, barges, transport, agriculture, man-made, industrial revolution, locks, tunnels, horse drawn
	Key Stage 2
Year 3	BC, AD, BCE, CE, Neolithic, Stone Age, Bronze Age, Iron Age, Skara Brae, Celt, hunter, gatherer, farmer, religion, Stonehenge, Amesbury archer, Beaker people, hill forts, settlements, flint, spear, agriculture, flint, axe, spear, arrow heads, round house, pottery, trade, transport, weaving Celts, Celtic, Boudicca, warrior, tribe, leader, Roman, conquer, invade, invasion, Claudius, Julius Caesar, emperor, revolt, mosaic, soldier, shield, sword, sandals, tunic, apron, shoulder plates, armour, helmet centurion, legion, battle, Roman baths, Roman roads, aqueducts, viaduct, amphitheatre, amphora, toga, villa, Hadrian's wall, forum, fortifications, legacy, rebellion, artefacts, settlement, empire,
Year 4	Key vocabulary: ancient, Egyptians, chronology, pharaoh, pyramid, Nile, hieroglyphs, mummification, canopic jar, scarab beetle, embalmer, scribe, tomb, B.C.E./A.C.E., civilisation, evidence, archaeologist settler, wattle and daub, invaders, Christianity, Sutton Hoo hoard, chronology, cause, consequence, invasion, settlement, burh, artefact, kingdom Picts, legacy, change, Beowulf, Pagan
Year 5	Maya, archaeologists, advance society, climate, observatory, calendar, temple, city state, worship, maize, cultivate, harvest, society, priest, merchant, scribe, noble, slave, artisan, interpret, Palenque, Pakal, sculpture, evidence, sacrifice, decline, cenote, codex, glyph, Chichén Itzá, jade, obsidian, ritual, terrace, slash and burn, advanced Vikings, raid, settlers, invade, invader, invasions, long ships, Danegeld, Christianity, monasteries, monks, illuminated writing, source, evidence, viewpoint, Scandinavia, kingdom, pagans, pillage, Norway, Denmark, Sweden, trader, King Alfred the Great, swords, Valhalla, Gods, victorious, conflict, originated, archaeology, artefact, causation, chronology, interpretation, settler, significance, change and continuity, resistance, justice, pyramid, temple, contemporary
Year 6	World War2. Second world war, evacuees, evacuation, propaganda, billeting officer, Battle of Britain, Blitz, rationing, coupons, Adolf Hitler, Winston Churchill, land Army, air raid, different experiences, Dunkirk, British expeditionary force, D-Day, Battle of Britain, invasion, victory, surrender, VE Day, peace, allies, Prime Minister, Chamberlain, Churchill, President, phoney war, gas masks, rationing, ration books, Ministry of Information. Greece, Greek Civilisations, Ancients Greeks, Athenians, Spartans, influence of gods, Olympics, democracy, myth. Mythology, legacy, evidence, continuity, civilization, city-state, empire, government, slaves, legacy, citizen, enemies, hoplite, armour, weapons, tactics, Persian, Marathon
	Local Study KS2
Key Stage 2	Timeline, enquiry, evidence, census, newspaper, source, map, compare, household, house maid, population, World War 1, locality, national, significant, process, conclusion, contemporary, source, domestic, role, occupation, growth, shortage, change, compare, conclusion,