Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

	Autumn	Spring	Summer
N	**All about Me** Begin to make sense of their own life-story and family's history.	**People who Help us** Begin to make sense stories from the now, the past and how they are different.	**Clothes** **Toys** Name and describe people who helps us.
	Historical Vocabulary: Now, next, old, new, first, yesterday, today, tomorrow, parent, grandparent.		
R	**All About my Friends & Family** Begin to understand different ways in which we get around the world and how this has changed over time.	**All About Homes** Begin to make comparisons to what has happened before, what is happening now and what will happen in the future.	**All About Food** Begin to understand something that happened a very long time ago.
	Historical Vocabulary: Now, next, old, new, first, yesterday, today, tomorrow, parent, grandparent.		
1	**Remembrance Day** **Thread:** • events beyond living memory that are significant nationally or globally. • significant historical events, people and places in their own locality. **Significant individuals:** **Trip suggestion: Local war memorial (Chingford or Buckhurst Hill). Can use this as your 6th lesson.**	**Walter Tull and Nicola Adams** **Thread:** • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Significant individuals:** Walter Tull and Nicola Adams.	**Toys – Past and Present** **Thread:** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Significant individuals:** **Trip suggestion: Toy Museum (London)**

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

	Learning Intentions: 1. To explore the use of the poppy for Remembrance Day and how it used in the local area. 2. To understand the link between World War 1 and Remembrance Day.	**Learning Intentions:** 1. To understand Water Tull and where he lived. 2. To explore Water Tull's childhood. 3. To compare Water Tull's life with footballers today. 4. To explore a significant event in Water Tull's life.	**Learning Intentions:** 1. To understand the characteristics of toys today. 2. To explore toys our parents and grandparents played with.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

	3. To understand why we have Remembrance Day. 4. To understand the features of a World War 1 memorial in our local area. 5. To explore why it is important to remember people from World War 1. 6. To explore how our local area was affected during World War 2.	5. To understand Water Tull's contribution to World War 1. 6. To compare the lives of Water Tull and Nicola Adams.	3. To explore what toys were like at different times in the past. 4. To identify toys from past and present. 5. To compare the differences between toys across time. 6. To apply my understanding of toys from past and present.
	Historical Vocabulary: past, present, future, war, time, poppies, Tower of London, World War 1, same, different, change, event, source, evidence, celebrate, remember, before, after, compare, significant, old, new, parent, grandparent.		

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

2	**The Great Fire of London** **Thread:** • events beyond living memory that are significant nationally or globally. • significant historical events, people and places in their own locality. **Significant Individuals**: Samuel Pepys, Charles II.	**Famous Queens: Queen Elizabeth I, Queen Victoria and Queen Elizabeth II.** **Thread:** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Significant Individuals:** Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. **Trip suggestion:** Buckingham Palace or Hever castle.	**Castles** **Thread:** • events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Significant Individual:** **Trip suggestion:** Hever castle or Tower of London.
	Learning Intentions: 1. To understand where and when the Great London of Fire started. 2. To understand the events of the Great Fire of London.	**Learning Intentions:** 1. To understand what a monarch is and where they live. 2. To explore Queen Elizabeth I and Tudor life. 3. To explore Queen Victoria and the Victorian era.	**Learning Intentions:** 1. To explore who built the first castles in the UK and why. 2. To explore UK castles built by the Normans. 3. To explore the structure of medieval castles.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

	3. To explore why the Great Fire of London spread so quickly and stayed alight for so long. 4. To explore a source recounting the Great Fire of London. 5. To apply my understanding of the Great Fire of London.	4. To explore the life of Queen Elizabeth II. 5. To compare three significant Queens.	4. To explore the people who lived in castles. 5. To understand how common people were treated in the medieval times. 6. To explore how the Tower of London has changed over time.
	Historical Vocabulary: historical period, monarch, mayor, cause, consequence, power, King, Queen, medieval, Tower of London, timeline, chronological, earlier, later, local area, research, artefact, similarities, differences, sequence, wealthy, poor, famous, recount, parliament, reign, castle, century, source.		
3	**Changes in Britain: Stone Age to Iron Age** **Thread:** • The Changes in Britain from Stone Age to Iron Age. **Significant Individuals:** Cheddar Man, Stonehenge/ Amesbury Archer, Boscombe Bowmen. **Trip suggestion:** Knighton Woods.	**Railway Revolution** **Thread**: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • a local history study. **Significant individuals:** Isambard Kingdom Brunel, James Watt. **Trip suggestion:** Railway station (local, in London or Ongar).	**Ancient Egyptian Civilisation** **Thread:** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one. **Significant Individuals: Queen Nefertiti,** **Trip Suggestion:** The British Museum.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

	Learning Intentions: 1. To understand the definition and timescale of human prehistory. 2. To explore early humans and the Palaeolithic period. 3. To explore people who lived in the Mesolithic period. 4. To explore how people lived in the Neolithic period.	**Learning Intentions:** 1. To explore how transport changed during the Industrial Revolution. 2. To understand the technological developments that changed transport and travel during the Industrial Revolution. 3. To understand the development of the first steampowered railways in Britain.	**Learning Intentions:** 1. To understand ancient civilisations. 2. To locate ancient Egypt in time and place. 3. To explore the Egyptian landscape and understand how it impacted on people's lives in Ancient Egypt. 4. To explore what life was like for the ancient Egyptians and how artefacts can teach us about the past.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

	5. To explore how people lived in the Bronze Age. 6. To explore how people lived in the Iron Age.	4. To explore the way rail travel changed the lives of people living in Britain since 1830. 5. To explore the development of underground railways, and how they changed the lives of Londoners. 6. To explore railways around the world.	5. To understand the rulers of Ancient Egypt. 6. To understand about Egyptian tombs, pyramids and burial sites.
	Historical Vocabulary: civilisation, settlement, settlers, ancient, archaeology, culture, trade, agriculture, revolution, religion, kingdom, tribe, prehistory, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, hunter-gatherer, steam-power, Pharaoh, pyramids, BC/ BCE/ AD, decade, period, archaeologists, development, tools, industrial, transport, global, ancestor, ruler, slave, succession, temple, invention, customs, beliefs, achievements, chronological.		
4	**<u>The Roman Empire and its impact on Britain</u>** **Thread:** • the Roman Empire and its impact on Britain. **Significant individuals:** Julius Caesar, Boudica.	**<u>Anglo Saxons, Picts and Scots - Settlement in Britain</u>** **Thread**: • Britain's settlement by Anglo-Saxons and Scots. **Significant Individuals**: King Arthur, Ethelbert of Kent, St Augustine, Alfred the Great.	**<u>The Indus Valley</u>** **Thread:** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one **Significant Individuals**:

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

	Learning Intentions: 1. To explore the reign of the Roman Empire on a timeline. 2. To understand what life was like in the Roman Empire. 3. To understand the Roman invasions of Britain. 4. To understand how Britain fought back against the Romans. 5. To explore Roman religion. 6. To understand the impact the Romans had on Britain today.	**Learning Intentions:** 1. To explore who the Picts and Scots were and where they lived. 2. To explore who the Anglo-Saxons were, where they came from and why they invaded Britain. 3. To understand what life was like in Anglo-Saxon Britain. 4. To explore the different Kingdoms of Anglo-Saxon Britain and how these changed over time. 5. To explore the spread of Christianity in Anglo-Saxon Britain	**Learning Intentions:** 1. To understand where the Indus Valley civilisation was located. 2. To analyse Indus Valley cities and settlements. 3. To explore what life was like in the Indus Valley. 4. To make comparisons between two different civilisations from the same time period. 5. To compare city planning of a previous civilisation with our world today. 6. To explore historical theories of the decline of the Indus Valley.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

		6. To understand the impact the Anglo-Saxons had on Britain today.	
	Historical Vocabulary: migration, government, dynasty, historian, civilisation, ancient, tribe, war, kingdom, trade, settlement, religion, agriculture, conquer, raid, empire, emperor, centurion, pagan, Christianity, pillage, monastery, invade, era, warrior, rebellion, defeated, peasant, primary source, secondary source, decline, historical period, chronological order.		

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

5	**Vikings – The Kingdom of England** **Thread:** • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. **Significant individuals**: Alfred the Great, King Harold Godwinson, Guthrum, King William.	**Local History Study** **Thread:** • a local history study. **Significant individuals**: Winston Churchill, Sylvia Pankhurst.	**Ancient Greece: Life, Achievements and its Legacy** **Thread:** • a study of Greek life and achievements and their influence on the western world. **Significant individuals**: Alexander the Great, Socrates, Plato, Aristotle, Pericles.
	Learning Intentions: 1. To understand when the Vikings invaded Britain. 2. To analyse the Viking settlement of Britain and how this effected the Anglo-Saxons. 3. To use a variety of sources to research how the Vikings lived their lives. 4. To present and analyse historical research on the Vikings. 5. To debate whether King Alfred deserved to be known as 'The Great'. 6. To explore how the Anglo-Saxon and Viking era came to an end in 1066.	**Learning Intentions:** 1. To explore the concept of local area and discuss its importance. 2. To research local area through timelines. 3. To understand what a local area study is. 4. To research a historically significant event or individual in my local area. **(2 weeks)** 5. To present a historically significant event or individual in my local area.	**Learning Intentions:** 1. To understand who the ancient Greeks were and how they influenced modern society. 2. To explore what daily life was like for the ancient Greeks. 3. To explore the different types of government in ancient Greece. 4. To make comparisons with ancient Greek religion. 5. To understand about the ancient Greek scholars and philosophers. 6. To compare and contrast the two city-states of Athens and Sparta.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

	Historical Vocabulary: **Diplomacy, democracy, city-state, legacy, archaeology, tribe, war, migration, government, civilisation, religion, settlement, ancient, culture**, truce, clan, locality, scholar, philosopher, myth, legend, Parthenon, King, pagan, civil war, study, contrast, siege, rebellion, significant, society, local area.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

6	**The Maya** **Thread:** • a non-European society that provides contrasts with British History. **Significant individuals**:	**War and Conflict** **Thread:** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Significant individuals**: Winston Churchill, Adolf Hitler.	**The Tudors** **Thread:** • a study of an aspect or theme in British History that extends the pupils' chronological knowledge beyond 1066. **Significant Individuals:** Henry VII, Henry VII, Mary I, Elizabeth I **Trip suggestion:** Tower of London or Hever Castle.
	Learning Intentions: 1. To explore how we know about the Mayan civilisation and their way of life. 2. To explore a variety of sources to understand what life was like for the Maya and compare it to modern society. 3. To understand what the Maya believed in, including religious rites, celebrations and rituals. 4. To explore the achievements of the Maya, including their number system, calendar and writing. 5. To investigate how and when Europeans encountered the Mayan civilisation. 6. To investigate the reasons behind the decline of the Mayan civilisation.	**Learning Intentions:** 1. To understand what appeasement is and debate whether it is an effective tactic of war. 2. To explore and report on life during WW2. 3. To critically analyse a range of sources to find out what evacuation was in WW2. 4. To investigate the purpose and impact of propaganda posters. 5. To understand the social and economic effects of the Blitz. 6. To apply my understanding from this topic to debate the effectiveness of a key figure.	**Learning Intentions:** 1. To explore who the Tudors were. 2. To understand what life was like during the Tudor era. 3. To investigate crime and punishment in the Tudor era. 4. To explore the change of religion during the Tudor era. 5. To research the different monarchy during the Tudor era. 6. To analyse whether the different monarchy were effective leaders.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

	Historical Vocabulary: **Exploration, colonisation, civilisation, religion, legacy, monarch, ancient, war, democracy, dynasty**, ritual, appeasement, tactic, evacuation, propaganda, The Blitz, immigrant, dictatorship, Tudor, revolt, punishment, migration, empire, economic, social, aristocracy, treaty, ally, protestant, treason, execution, era, culture, society, parliament, decline, invasion.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

Cause and Consequence	Change and Continuity	Similarity and Difference
How historians make judgments about why an event occurred, or the consequences of an event.	**How historians make judgments about the extent, nature or pace of change across time.**	**How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period.**
What does effective practise look? • Pupils build knowledge over several lessons to allow them to make valid judgments about complex causation. • Pupils study how historians have framed and approached causation in specific contexts through specific examples e.g. how did historian X analyse the causes of WW1? • Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians analyse causation.	**What does effective practise look?** • Pupils build knowledge over several lessons to allow them to make valid judgments about change over time. • Focus is clearly on the pace, nature or extent of change. • Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians analyse change.	**What does effective practise look?** • Focuses on similarity and difference between or within individuals, groups or societies *within the same time period*. • Pupils build knowledge over several lessons to allow them to make valid judgments about the extent or type of similarity or difference. • Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians analyse similarity and difference.
Historical Significance	**Sources and Evidence**	**Historical Interpretations**
How historians and others ascribe significance to historical people or events (deem them worthy of attention).	**How historians use sources to make claims about the past.**	**How and why historical interpretations are different.**

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

What does effective practise look?	What does effective practise look?	What does effective practise look?
• Pupils learn about the criteria which historians and others use to ascribe significance to people or events. • Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians ascribe significance to people or events.	• Pupils learn about how sources are used to investigate the past in relation to specific questions e.g 'What do the Paston letters tell us about the role of women in the 15th century?' • Pupils learn about specific sources and collections of sources which historians use to investigate particular issues and periods. • Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians use evidence.	• Pupils develop knowledge of how particular historians have interpreted the past and learn about reasons for difference in interpretations. • Pupils are given opportunities to engage with original or adapted extracts of real historical interpretations. • Across the curriculum, pupils build up increasingly sophisticated schemata regarding how and why historians construct different interpretations of the past.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

Understanding the World – EYFS

Past and Present	People, Culture and Communities	The Natural World
- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate – maps.	- Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. and storytelling.

Before 3 years old	• I can play with objects from the past (e.g. an old turn dial phone).

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Nursery (3 - 4 Years)	• I can play with objects that are from the past and what they would have been used for.	• I can re-tell what my parents/ carers have told me about my own life story. • I can re-tell what my parents/ carers have told me about my family's history. • I can talk about how my family travels to different places.	• I can show an interest in different occupations including the fire service, the police service and the health service. • I have a basic idea about what a farm looks like and some of the jobs a farmer might do.
Reception	• I can experience various sources (e.g. artefacts, photographs, paintings, stories video clips and information texts) that are set in or about the past and comment on how things are different or the same to the present. • I can begin to show some understanding of why the past was different e.g. a simple understanding about not having batteries so using candles for lighting.	• I can talk about events/ artefacts using everyday words such as 'before I was born' and 'now'. • I can talk about how the lives of families were similar and different in the past. • I can talk about how transport was different in the past.	• I know the police, fire and health service help us. • I can talk about some of the features of the fire service, police service and health service today and how they used to be different in the past. • I can talk about how school was different in the past. • I can talk about how farming was different in the past. • I know how farmers help to provide the food we eat. • I know that some animals change over time. • Play and explore outside in all seasons in different weather.

Curious Historians (asking questions, using sources and evidence and making interpretations)

Writing and speaking as historians (Vocabulary, presenting knowledge)

Overview of Disciplinary Knowledge for History – Year 1

National Curriculum Objectives Covered by Year 1:

- **Autumn:** events beyond living memory that are significant nationally or globally.
- **Autumn:** significant historical events, people and places in their own locality.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

- **Spring:** the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- **Summer:** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Cause and Consequence Say • why people may have acted the way they did. To understand how people and events impact future people and events. To think what may have happened if a person or event did not occur.	**Change and Continuity** • Describe how things have changed within their living memory. • Describe how things have changed outside of their living memory. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young.
Similarity and Difference • Understand the difference between things that happened in the past and present within living memory. • Understand the difference between things that happened in the past and present outside of living memory. • Begin to describe the similarities and differences in artefacts.	**Historical Significance** • Use a timeline to place important events. • Discuss if an event or person was important. • Explain why a person of event was important.
Sources and Evidence • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Use a range of sources to find out characteristic features of the past. • Evaluate a sources reliability.	**Historical Interpretations** • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). • Talk, write and draw about things from the past. • Explore events, look at pictures and ask questions.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

Overview of Disciplinary Knowledge for History – Year 2

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

National Curriculum Objectives Covered by Year 2:

- **Autumn & Summer:** events beyond living memory that are significant nationally or globally.
- **Autumn:** significant historical events, people and places in their own locality.
- **Spring & Summer:** the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- **Spring:** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Cause and Consequence

- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- To organise events on a timeline and discuss how they affected subsequent events.
- To consider what could have been done differently to avoid a consequence.

Change and Continuity

- Recount changes in my life time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Consider how long/ quickly a change occurred.

Similarity and Difference

- Describe the differences between then and now.
- Describe similarities and difference during different time periods.
- Describe similarities and difference during the same time period.

Historical Significance

- Use a timeline to place important events, objects or significant people.
- Evaluate the importance of a piece of information to tell us about the past.
- Explain why a person of event was important/ not important.

Sources and Evidence

- Use information to describe the past.
- Use a wide range of information to answer questions.
- Discuss the effectiveness of a source.
- Compare pictures or photographs of people or events in the past.

Historical Interpretations

- Look at the use historical books, pictures, stories, eye witness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.
- Be able to identify different ways to represent the past.
- Understand Historians interpretation on the past.

Curious Historians (asking questions, using sources and evidence and making interpretations)

Writing and speaking as historians (Vocabulary, presenting knowledge)

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Overview of Disciplinary Knowledge for History – Year 3

National Curriculum Objectives Covered by Year 3:

- **Autumn:** the Changes in Britain from Stone Age to Iron Age.
- **Spring:** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- **Spring:** a local history study.
- **Summer:** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.

Cause and Consequence • Identify reasons for and results of people's actions. • To explore cause and effect • Begin to explore how Historians analyse causation.	**Change and Continuity** • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order and discuss changes over time. • Understand how long changes occurred during different points in History.
Similarity and Difference • Use evidence to describe and compare the culture, leisure activities, clothes, way of life and buildings from the past. • Compare everyday lives of people in time studied with our life today. • Compare the lives of people from different time periods.	**Historical Significance** • Observe small details in photographs and artefacts and discuss their significance. • Describe dates of and order significant events from a period studied. • Discuss significant people from a period studied and the impact they had.
Sources and Evidence • Explore the idea that there are different accounts of History. • Distinguish between different sources and evaluate their usefulness. • Look at two versions of the same event and identify differences in the accounts.	**Historical Interpretations** • Identify and give reasons for the way past is represented. • Discuss different ways of presenting information for different purposes. • Ask questions and finds answers about the past using information from different Historians.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

Overview of Disciplinary Knowledge for History – Year 4

National Curriculum Objectives Covered by Year 4:

- **Autumn:** the Roman Empire and its impact on Britain
- **Spring:** Britain's settlement by Anglo-Saxons and Scots.
- **Summer:** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one

Cause and Consequence

- Look for links and effects in time studied.
- Describe how some of the things I have studied from the past affect/ influence life today. Debate

Change and Continuity

- Understand that a timeline can be divided into BC (Before Christ), BCE (Before the Common Era) and AD (Anna Domini).
- Place events on a timeline that crosses over BC/ BCE and AD.
- Describe the main changes in a period of History.

Similarity and Difference

- Use evidence to show how the lives of different people from the same period (such as rich and poor) from the past differed.
- Describe similarities and differences between people, events and artefacts studied.
- Compare and contrast substantive concepts across different time periods.

Historical Significance

- Order significant events, dates and people on a timeline.
- Evaluate a persons or events significance from the past.
- Evaluate the significance of an event or person from the past.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Sources and Evidence	Historical Interpretations
• Look at different versions of the same event in history and identify differences. • Know people in the past represent events or ideas in a way that persuades others. • Give reasons why there may be different accounts of history.	• Communicate ideas about from the past using different genres, such as: writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT. • Understand how Historians analyse information to inform their interpretation. • Begin to discuss contrasting theories on the same historical event or person.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

Overview of Disciplinary Knowledge for History – Year 5

National Curriculum Objectives Covered by Year 5:

- **Autumn:** the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- **Spring:** a local history study.
- **Summer:** a study of Greek life and achievements and their influence on the western world.

Cause and Consequence	Change and Continuity
• Describe how historical events studied affects/ influenced other civilisations/ society's in the past. • Pupils build knowledge over several lessons to allow them to make valid judgments about causation. • Explore how historians have approached causation in specific contexts through specific examples e.g. how did historian X analyse the causes of WW1?	• Describe the main changes in a period of History. • Give own reasons why changes may have occurred, backed up using evidence. • To explore the reasons behind changes in a period of History and evaluate its effectiveness.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Similarity and Difference • Describe the similarities and differences between some people, events and artefacts studied. • Compare and contrast substantive concepts across different time periods. • Describe the differences and similarities between different civilisations and society's during the same time period.	**Historical Significance** • Explore historical events or people from the past Historians deem to be significant. • Evaluate and justify the significance of an event or person from the past. • Order significant events, movements, dates and people on a timeline focusing on more than one period of time.
Sources and Evidence • Evaluate evidence to choose the most reliable forms. • Choose reliable sources of evidence to answer questions, realising that there is often no a single answer to historical questions. • Plan and present a self-directed project or research about the studied period.	**Historical Interpretations** • Give reasons why there may be different accounts of history. • Investigate own lines of enquiry by posing questions to answer using Historians interpretations as evidence. • Understand that some evidence from the past is propaganda, opinion or misinformation, and that affects interpretations of History.

Curious Historians (asking questions, using sources and evidence and making interpretations)
Writing and speaking as historians (Vocabulary, presenting knowledge)

Overview of Disciplinary Knowledge for History – Year 6

National Curriculum Objectives Covered by Year 6:

- **Autumn:** a non-European society that provides contrasts with British History.
- **Spring:** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- **Summer:** a study of an aspect or theme in British History that extends the pupils' chronological knowledge beyond 1066.

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Cause and Consequence • Build knowledge over several lessons to allow them to make valid judgments about complex causation. • Understand how historians analyse causation. • Formulate own ideas on causation using Historians theories.	**Change and Continuity** • Give reasons why changes may have occurred, backed up by evidence. • Identify and compare changes within and across different time periods. • Discuss the pace, nature or extent of change.
Similarity and Difference • Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain. • Discuss how time effects the similarities and difference between different civilisations and societies. • Understand how Historians analyse similarities and differences from the past.	**Historical Significance** • Understand the criteria which historians and others use to ascribe significance to people or events. • Debate the significance of different events or people from the past. • Evaluate differing opinions on significant people or events from the past.
Sources and Evidence • Plan and present a self-directed project or research about the studied period. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. • To analyse the sources Historians have used to inform their theories.	**Historical Interpretations** • Understand that some evidence from the past is propaganda, opinion or misinformation, and that affects interpretations of History. • Know that people from the past have a point of view and this can affect historical interpretations. • Consider ways of checking the accuracy of interpretations – fact or opinion.

Curious Historians (asking questions, using sources and evidence and making interpretations)

Writing and speaking as historians (Vocabulary, presenting knowledge)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

Vocabulary **(New)** *(Revisited)* (Topic specific) (Substantive concepts)							
• now • next • old • new • first • yesterday • today • tomorrow • parent • grandparent •	• past • present • future • war • time • poppies • Tower of London • World War 1 • same • different • change • event • source • evidence • celebrate • remember • before • after • compare • significant • *old* • *new parent* • *grandparent*	• historical period • monarch • mayor cause • consequence • power • King Queen • medieval • ***Tower of London*** • timeline • chronological • earlier • later local • area • research • artefact • similarities • differences • sequence • wealthy • poor • famous • parliament • recount • reign • castle • Century • ***source***	• civilisation • settlement • settlers • ancient • archaeology • culture • trade • agriculture • revolution • religion • kingdom • tribe • prehistory • Palaeolithic • Mesolithic • Neolithic • Stone Age • Bronze Age • Iron Age • hunter-gatherer • steam-power • Pharaoh • pyramids BC/ BCE/ AD • decade period • archaeologists • development • tools • industrial • transport • global	• migration • government • dynasty • historian • *civilisation* • *ancient* • *tribe war* • *kingdom* • *trade* • *settlement* • *religion* • *agriculture* • conquer • raid empire • emperor • centurion • pagan • Christianity • pillage • monastery • invade era • warrior • rebellion • defeated • peasant • primary source • secondary source	• diplomacy • democracy • city-state • legacy • *archaeology* • *tribe war* • *migration* • *government* • *civilisation* • *religion* • *settlement* • *ancient* • *culture* • truce clan • locality • scholar • philosopher • myth • legend • Parthenon • *King pagan* • civil war • study • contrast • siege • *rebellion* • *significant* • *society local area*	• exploration • colonisation • *civilisation* • *religion* • *legacy* • *monarch* • *ancient* • *war* • *democracy* • *dynasty* • ritual • appeasement • tactic • evacuation • propaganda • the Blitz • immigrant • dictatorship • Tudor • revolt • punishment • *migration* • *empire* • economic • social • aristocracy • treaty • ally • protestant • treason • execution • *era*

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:

				•		•	•

St Antony's History Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable Key Concepts running throughout:
Curious Historians (asking questions, using sources and evidence and making interpretations) Writing and speaking as historians (Vocabulary, presenting knowledge)

				• **ancestor** • **ruler slave** • **succession** • **temple** • **invention** • **customs beliefs** • **achievements** *chronological*	• **decline** *historical* • *period* • *chronological* *settler*		• *culture* • *society* • *parliament* *decline* *invasion*