






History knowledge sequencing at Camblesforth Primary Academy



History understanding, knowledge and skills objectives.	
Intent	<p>The History curriculum has been designed for all pupils at Camblesforth Primary Academy to access a broad and balanced curriculum. It is our aim, in line with the National Curriculum, that all children will gain a deep, coherent knowledge and understanding of their locality, Britain's past and the history of the Wider World. We aim to arouse children's curiosity about the past and to promote perceptive questioning and critical thinking. It is our intent to deliver a History curriculum which is rich and exciting, brings the past to life and provides as many first hand experiences as possible. It will embed knowledge of the most important historical events and people and a thorough understanding of chronology. Through the teaching of History we hope to enable children to begin to understand the reality of people's lives in the past, the changes that occur in our diverse societies and the impact of the past on the present.</p>
Substantive knowledge in History	<p>Substantive knowledge in History is the specific and factual content of Understanding the World and the children forming a chronological understanding. An understanding of chronology and a range of historical vocabulary is taught through the historical topics, specific to each year group in KS1 and KS2. Every lesson is underpinned by chronology as both the overall narrative of history and internal narrative of a lifetime, event or full period are essential to be able to teach the complex and intertwining history that we teach.</p>
Disciplinary knowledge in History	<p>Disciplinary knowledge in History is applying this knowledge by using specific year group skills. Through applying their knowledge and exercising enquiry skills, the children will make comparisons, make informed responses and question sources. Exercising these enquiry skills, allows the children to integrate both substantive and disciplinary knowledge whilst understanding how the past has helped shape their identity today. This includes direct instruction, scaffold worked examples and guided practice.</p>

History Progression – Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry 	<ul style="list-style-type: none"> *To use a variety of questions *Uses language to share thoughts *Remembers and talks about significant events in their own experience 	<ul style="list-style-type: none"> *Beginning to understand why and how questions *Talk, draw or write about aspects of the past 	<ul style="list-style-type: none"> *Understand some of the ways in which we find out about the past *Ask and answer questions about an idea, story or object from the past *Begin to ask questions by looking at given sources carefully *Sometimes answer simple questions using given sources or research *Share sensible ideas about what an object may have been used for and begin to explain why 	<ul style="list-style-type: none"> *Use what is already known about an object or event to ask relevant questions which will increase understanding *Use more than one source to research independently in order to answer questions and build a picture of the past *Begin to devise historically valid questions about the past *Explain how archaeologists use evidence to explain their finds and use this skill to make sensible guesses as to what an object might be 	<ul style="list-style-type: none"> *Follow their own lines of enquiry by posing questions to answer *Be able to select and use reliable evidence to answer questions and produce a detailed picture of the past *Use knowledge of other time periods and artefacts as evidence to explain what an object might be *Regularly devise historically valid questions about the past 			
Chronology 	<ul style="list-style-type: none"> *Begin to talk about people and things that are not present 	<ul style="list-style-type: none"> *Talks about past and present events in their own life and in the lives of family members *Knows some similarities and difference between things in the past and now *Understand the past through settings, characters and event encountered in books read in class 	<ul style="list-style-type: none"> *Use words and phrases such as 'before I was born, in the past, very old, when was little' *Order some events and objects in time order and give some reasons for the order *Place events on a simple timeline 	<ul style="list-style-type: none"> *Use words and phrases relating to the passing of time such as 'before/after this time, ancient, BC, AD, decade, century, chronological order...!' *Describe events from the past and begin to use the correct dates *Place a period of time studied on a dated timeline *Use a timeline to support discussion about where events fit in relation to other events studied 	<ul style="list-style-type: none"> *Use language relevant to dates, terms and time labels such as 'pre Queen Victoria, During the reign of the Tudors, post WW2...!' *Round times to the nearest decade or century *Know which dates fit into a time period (eg the fifteenth century) *Create a timeline which positions key events and people *Chronologically describe key British, local and World events 			

<p>Historical organisation and communication</p> 		<p>*Sort information using Venn Diagrams</p>	<p>*Use common words and phrases related to the passing of time *Use some everyday historical terms. *Sort objects into groups to show 'then' and 'now' *Talk about, write and draw things from the past *Describe, organise and label objects, people and events</p>	<p>*Describe, organise and label objects, people or events using the correct vocabulary *Communicate and present historical ideas in different ways, making decisions about how to organise it. *Share their own research on a historical topic</p>	<p>*Describe, organise and label objects, people or events using the correct vocabulary *Communicate, present and organise historical ideas, including their own research, in different ways, choosing the most effective method of presentation</p>
<p>Historical interpretation</p> 		<p>*Identify some similarities and differences between ways of life in different periods.</p>	<p>*Identify some sources from the past *Begin to identify ways that the past can be shown (photos, books, stories, adults talking) *Begin to explain that the same object can be shown in different ways, such as a portrait or photograph</p>	<p>*Name different historical sources and explain why they might be shown in different ways *Explain how two or more sources depicting the same event differ and begin to give reasons for this *Begin to understand the differences between fact, fiction and opinion by looking at different versions of the same event</p>	<p>*Explain which sources are more reliable and their usefulness for the period of study *Identify primary and secondary sources and explain the reasons for this *Explain how the viewpoint of people in the past may change the message the source gives</p>

History Progression – Substantive Knowledge (Lesson Enquiry Questions)

History Progression – Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CYCLE A	Guy Fawkes Florence Nightingale Victorian Toys		Florence Nightingale The Great Fire of London The Titanic (The Unsinkable Molly Brown as a significant individual)		World War I The Mayans Selby Abbey		World War II The Shang Dynasty Vikings and Anglo-Saxons struggle for the Kingdom of England – Local History (Jorvik)	
CYCLE B	Guy Fawkes Neil Armstrong A visit I have enjoyed		Moon Landing (Neil Armstrong) Selby Past and Present Transport (George Stephenson and George Hudson)		Prehistoric Britain Ancient Egypt The Roman Empire and its impact on Britain		Britain's settlement by Anglo-Saxons and Scots Ancient Greece The Golden Age of Islam	



Florence Nightingale

- *Who was Florence ?
- *Who did she help and how?
- *How can you be kind and brave like Florence Nightingale?

Florence Nightingale

- *Who was Florence Nightingale and when did she live?
- *What were the key events in the life of Florence Nightingale?
- *What is the same and what is different between medical care now and in Victorian times?
- *Why did Florence Nightingale go to Scutari and what were hospital conditions like when she got there?
- *How did Florence Nightingale improve the conditions at the Scutari hospital?
- *What was Florence Nightingale's later life like?

World War I

- *What event triggered the first world war and when?
- *What was life like in the trenches and how did that impact on the health of the soldiers?
- *What is propaganda and what emotive messages did propaganda publications use to recruit?
- *Can you explain the significance of the Battle of the Somme?
- *What was the alliance system?
- *What tactics were used during the first world war?
- *What would you experience in 'No Man's Land'? What weaponry was used?
- *Why did millions of Britons volunteer to go to the trenches?
- *What are Pals' Battalions?

World War II

- *What was the role of women during WW2?
- *How did the aftermath of WW1 lead to WW2?
- *What were the causes of WW2?
- * Why were children evacuated?
- *What happened to Jewish people during WW2?
- *How did Hitler gain power in Germany?
- *How did Hitler win over the German public?
- *Why did Britain get involved in WW2?
- *Which countries were involved in WW2?
- * What was the Blitz like for people in Britain?
- *What was day to day life like during WW2?
- *Who was Anne Frank?

Victorian Toys

- *Can you recognise whether toys are from the past or present?
- *What might toys from the past be made from?
- *What might toys from the present be made from?
- *Can you make a Victorian toy?
- *Can you play a Victorian game?

Selby Past and Present

- *What is a circus?
- *Where did the Selby Sangers' circus take place and what did it look like?
- *How did circuses begin?
- *How were animals exploited in the circus?
- *Why did the popularity of the circus decline?
- *How do circuses of the past compare to a circus today?
- *What is a ringmaster?
- *What exhibits were held at Sanger's circus?

Selby and its links to the Battle of Hastings

- *Who was William the Conqueror and how did he influence the Battle of Hastings?
- *When was Selby Abbey founded and by who?
- *Why is Selby Abbey significant in more than one period of history?
- *How has Selby Abbey changed from Norman times to today?
- *What happened when Edward the Confessor died without an heir?
- *Why was religion important to mediaeval society?
- *What is the same and what is different about the Saxon and Norman

Vikings and Anglo-Saxons struggle for the Kingdom of England – Local History (Jorvik)

- *Where did the Vikings come from?
- *Where did they settle?
- *Who were the Vikings and what did they bring to York?
- *What was life like in a Viking settlement?
- *How did a Viking invasion affect the Anglo-Saxons?
- *What did the Anglo Saxons wear?
- *What did they eat and drink?
- * What sorts of things did the Anglo Saxons do?
- *What did the Vikings trade?
- *Where does our image of the Vikings

			armies? *What is the Bayeux Tapestry and what does it depict?	come from? * Were the Vikings warriors or traders?
	<p>Guy Fawkes</p> <p>*Who was Guy Fawkes? *Why do we remember him? *Can you retell The Gunpowder Plot?</p>	<p>The Great Fire of London</p> <p>*What was the Great Fire of London? *When did the Great Fire of London happen? *What did Pudding Lane look like in 1666? What does it look like now and how has it changed over time? *Who was Samuel Pepys and what did he write in his diary? *What were houses built from in 1666? *What is an artefact? How are these artefacts significant to the Great Fire of London? *How did the Great Fire of London start? How could it have been prevented?</p>	<p>The Mayans</p> <p>*Where and when were the remains of the Mayan ruins discovered? *How did The Mayan civilization develop over time? Why did the Mayan empire grow and manage to be so important? *What was the Mayan religion and beliefs? *What was everyday life for the Mayan people like? How different was it for rich and poor? * What was important about Mayan writing and calendars? *How did the Mayan civilization decline? *How can we possibly know what life was like for the Mayan people 1000 years ago? *How were the city states of the Maya and society organised?</p>	<p>The Shang Dynasty</p> <p>*When and where was the Shang dynasty in existence and what were the features of its location? *What were the religious beliefs and practices of the people from the Shang dynasty? *How were oracle bones discovered and what was the purpose and significance of them? * Who was Fu Hao and why was the discovery of her tomb significant? *How was the social hierarchy of the Shang dynasty organised and what life was like for different people? *How did the Shang invent writing? *How can we use archaeological evidence to draw conclusions about what life was like in the Shang dynasty? *How can we possibly know what life was like for the Shang dynasty people 1000 years ago?</p>
	<p>The Moon Landing</p> <p>*Who is Neil Armstrong and why is he remembered today? *What did Neil Armstrongs say as he landed on the moon? *How do astronauts walk on the moon? *What is a rocket? *What is a moon buggy?</p>	<p>The Moon Landing</p> <p>*Who is Neil Armstrong and why is he remembered today? *What impact did the moon landing have on the world? *What did Neil Armstrong mean when he spoke the famous words as he landed on the moon? *How did the astronauts get there and back to the moon safely? *Who were the significant people involved in the moon landing? *Why did the astronauts risk their</p>	<p>Prehistoric Britain</p> <p>*What was the Stone Age? *How long did the Stone Age last? *What were the three periods of the Stone Age? *What was life like during the Stone Age? *What tools did they have in the Stone Age? *What are the similarities and differences between the Stone Age and today? *Where did people in the Stone Age</p>	<p>Britain's Settlement by Anglo-Saxons and Scots</p> <p>*Why, where and when did the Scots and Anglo-Saxons invade Britain? *What were the seven Anglo-Saxon kingdoms? *Who were Vortigern, Hengest and Horsa and were they significant individuals during this era? *How have the Anglo-Saxon place names and their meanings influenced Britain today? *What was a typical Anglo-Saxon</p>

		<p>lives going to the moon? *What did they do on the moon?</p>	<p>settle? *How did people from the Stone Age travel? *What was depicted in Stone Age cave paintings? What materials were used in Stone Age cave paintings? *What were the beliefs of people during the Stone Age?</p>	<p>village like and what jobs did people do? *What do Anglo-Saxon artefacts teach us about AngloSaxon culture? *What were the religious beliefs and practices of the early Anglo-Saxon people and what were the gods like that they worshipped? *Who was influential in converting the Anglo-Saxons to Christianity and what were the important Christian buildings that they founded?</p>
	-	<p>The Titanic *What was the Titanic? *What was special about life onboard The Titanic? *Who was the Unsinkable Molly Brown and what effect did her actions have *Was the Titanic 'luxury'? *What was the timeline of The Titanic's from building it to her maiden voyage? *How could the 'Unsinkable Titanic' sink? *Why weren't more people saved from The Titanic?</p>	<p>Ancient Egypt *Who were the Ancient Egyptians and where and when did they live? *How was the civilisation of Ancient Egypt created? *Why were Gods so important to the Ancient Egyptians? Can you identify and explain some of their roles? *Who was Cleopatra? * Can you find out about the curse of Tutankhamun? What can the artefacts found in Tutankhamun's tomb tell us about the Ancient Egyptians? *What were Ancient Egyptians beliefs about life after death? *How do you think it moved from groups of farmers trading, to a hierarchical social system? *What was life like in Ancient Egypt? *How do you imagine people lived 5000 years ago? – In what ways do you think the way we live is similar and different to the way they lived? *How were hieroglyphs used? *Why was the River Nile essential to the Ancient Egyptians?</p>	<p>Ancient Greece *What was so special about life in 5th Century BC Athens that makes us study it today? *Where are Ancient Greece, Crete, Athens and Sparta on a map? *What can we work out about everyday life (for example: warfare, mythology, slaves and the role of women) in Ancient Athens from the pottery evidence that remains? *What were the new ideas and ways of thinking? Focus on philosophers and ideas such as democracy. *Why was Athens able to be so strong at the time and how does it compare with Sparta? *How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? *Why did tiny Athens defeat mighty Persia at the Battle of Marathon? *Why might the different versions of the Battle of Marathon differ? *Is there any evidence behind the legend of Theseus and the Minotaur?*How did the Battle of</p>

				Marathon affect both Athens and Persia?
-	<p>A visit I have enjoyed</p> <ul style="list-style-type: none"> *Where have you been to visit and what did you do? *Why did you like it? *Have you been to a circus – what was it like? *What do you think it would be like if you could visit a circus? *Who did you go with? 	<p>Transport (significant others – George Stephenson and George Hudson)</p> <ul style="list-style-type: none"> *Who was George Stephenson: when was he alive and what did he do? *What was Stephenson's Rocket and why is it still remembered today? *How did the invention of the railways change people's lives 200 years ago? *What happened at the Rainhill Trials? *What are trains used for? 	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> * Where is Rome? *What is the significance of the Colosseum? *What was the role of slaves, gladiators and soldiers? *Who is Julius Caesar? * Where was the Roman empire? When did it exist? How did it form? *Is ancient Rome an evil empire or a saviour of civilisation? *How did the Roman Empire expand? *Who was Constantine the Great? *Who was Nero and what was his influence? *Who was Mark Antony and what was his influence? 	<p>Golden Age of Islam</p> <ul style="list-style-type: none"> *What was so special about Baghdad in its Golden Age? *What was the House of Wisdom? *What is the legacy left behind from the Golden Age (e.g. algebra, arabic numerals, mechanical clocks, cameras etc) *What can we learn about early Islamic civilization from the way they set up the capital at Baghdad? *What was the Silk Road and why was it significant? *How amazing was daily life for rich people in Islamic cities such as Cordoba and Baghdad? *Which of the early Islamic achievements has had the most effect on our lives today? *How was the Islamic civilization able to spread so far so quickly? *Why should we study the early Islamic civilizations in school today?