


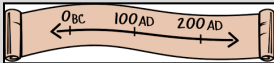




History knowledge sequencing at Camblesforth Primary Academy



History understanding, knowledge and skills objectives.	
Intent	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.
Substantive knowledge in History	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.
Disciplinary knowledge in History	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.

History Progression – Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div>Historical enquiry</div> <div></div>	<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	
<div>Chronology</div> <div></div>	<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	

Historical organisation and communication 		<ul style="list-style-type: none">*Sort information using Venn Diagrams	<ul style="list-style-type: none">*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	<ul style="list-style-type: none">*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	<ul style="list-style-type: none">*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
Historical interpretation 		<ul style="list-style-type: none">*Identify some similarities and differences between ways of life in different periods.	<ul style="list-style-type: none">*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	<ul style="list-style-type: none">*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	<ul style="list-style-type: none">*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

History Progression – Substantive Knowledge (Lesson Enquiry Questions) & topics covered

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CYCLE A	Marvellous me! Christmas! Seasides		Monarchs of Great Britain Selby Abbey Titanic		Anglo Saxons/ Vikings Stone Age Industrial Revolution		British Empire Ancient Greece Black Rights Movement	
CYCLE B	Our Marvellous World! Fairy Tales The great outdoors		Gunpowder Plot Inventions in transport Key Historical figures		Romans Ancient Egypt Women's Rights		World Wars The Golden Age of Islam Persecution	
Year A Cycle 1	<u>Marvellous Me</u> (compare occupations over time)		<u>Monarchs of Great Britain</u> *Know what a monarchy is. *Know who Henry VIII was.		<u>Vikings and Anglo-Saxons struggle for the Kingdom of England – Local History (Jorvik)</u>		<u>British Empire</u> *To know what the British Empire was.	

	<ul style="list-style-type: none"> * Know my own life story. * Know my family history. * Compare hospitals today with those in the past. * Know that Florence Nightingale was a nurse from the past. * Compare policing today with that of the past. 	<ul style="list-style-type: none"> * Know who Elizabeth I was. * Know who Charles I was. * Understand the importance of gender in the monarchy. * Know what helped monarchs establish and maintain power. 	<ul style="list-style-type: none"> * Know who the Vikings were. * Know where the Vikings came from and how they arrived in Britain. * Know how and why they fought the Anglo-Saxons. * Know the similarities and differences between life in an Anglo-Saxon settlement and in a Viking one. * Know the impact that the Vikings had on the Anglo-Saxons. * Know the impact that the Vikings had on York (Jorvik) <p><i>Trip- York</i></p>	<ul style="list-style-type: none"> * To know how and why the British Empire was established. * To understand how Britain treated its colonies. * To understand how and why the British Empire fell. * To know the impact of the British Empire.
<p>Year A Cycle 2</p>	<p><u>Christmas</u></p> <ul style="list-style-type: none"> * Know that we all celebrate Christmas in our own way. * Comparison of Christmas today with that of the past. 	<p><u>Selby and its links to the Battle of Hastings</u></p> <ul style="list-style-type: none"> * Know who William the Conqueror was. * Know key events from the Battle of Hastings (<i>include Bayeux Tapestry as evidence from the time</i>) * Know when Selby Abbey was founded and by who * Know why Selby Abbey was significant in more than one period of history * Know how Selby Abbey has changed from Norman times to today <p><i>Trip- Selby Abbey</i></p>	<p><u>Prehistoric Britain- evolution of tools</u></p> <ul style="list-style-type: none"> * Know what the Stone Age was. * Know how life changed throughout the 3 periods of the Stone Age. * Know the impact of bronze (metal) on life in prehistoric times. * Know how the discovery of iron leads to improvements in tool design and use. * Compare the range of tools from each time period, identifying strengths and weaknesses. 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> * Know where Ancient Greece fits within the chronology of world history. * Understand the geographical context of Ancient Greece and its city-states. * Know key aspects of daily life in Ancient Greece (e.g., housing, food, education, roles of men/women/slaves). * Know and explain the significant achievements of Ancient Greece (democracy, philosophy and theatre) * Know and explain the significant achievements of Ancient Greece (architecture, science and maths) * Recognise the lasting influence of Ancient Greek ideas and innovations on the Western world.
<p>Year A Cycle 3</p>	<p><u>Seasides</u></p> <ul style="list-style-type: none"> * Know about holidays from the past. * Know where people went on holiday in the past. * Know what people did when they 	<p><u>Key Figures from History</u></p> <ul style="list-style-type: none"> * Know how key historical figures change how we view groups of people. * Know who Florence Nightingale was, and why she is well-known. 	<p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> * To know what the Industrial Revolution was. * Know what life was like during the industrial revolution. 	<p><u>Black Rights Movement</u></p> <ul style="list-style-type: none"> * To retrieve my knowledge of equality and diversity. * To know what the transatlantic slave trade was and how it was abolished.

	went on holiday in the past.	<ul style="list-style-type: none"> *Know who Mary Seacole was, and why she is well-known. *Know who Margaret Thatcher was, and why she is well-known. *Know who Stephen Hawking was, and why he is well-known. *Know who Greta Thunberg was, and why she is well-known. 	<ul style="list-style-type: none"> *To know why people moved from the country to the city. *To know how the power of steam revolutionised the industry. *Know how the industrial revolution changed Selby. 	<ul style="list-style-type: none"> *To know who Martin Luther King Jr was and what impact he had on the world. *To know who Nelson Mandela was and what impact he had on the world. *To know how people of colour are treated today.
Year B Cycle 1	<p><u>Our Marvellous World</u></p> <ul style="list-style-type: none"> * Know my own life story. * Know my family history. <p>(Geographical focus- Understanding the world)</p>	<p><u>Gunpowder Plot</u></p> <ul style="list-style-type: none"> *Know what life was like in England the 1600s. *Know what the gunpowder plot was. *Know why the gunpowder plot failed. *Know what the plotters had planned for after the death of King James *Know how The Gunpowder Plot is marked each year. 	<p><u>The Roman Empire and its impact on Britain</u></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><u>World Wars</u></p> <p>What event triggered the first world war and when?</p> <ul style="list-style-type: none"> *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? *What were the causes of WW2? *What was the role of women during WW2? * Why were children evacuated? *What happened to Jewish people during WW2?
Year B Cycle 2	<p><u>Fairy Tales</u></p> <ul style="list-style-type: none"> * Know that most fairy tales were written in the past. * Compare the lives of people in fairy tales from the past to people's lives today. 	<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>Ancient Egypt</p> <ul style="list-style-type: none"> *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 	<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

			<p>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>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?</p>
<p>Year B Cycle 3</p>	<p><u>The Great Outdoors</u></p> <p>* Know how tractors have changed over time.</p> <p>* Know how changes to farm machinery have impacted food production.</p>	<p><u>The Titanic</u></p> <p>*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>Women's Rights</p> <p>To know what the traditional view of women was.</p> <p>To retrieve my knowledge of influential women throughout history.</p> <p>To know what the suffrage movement was.</p> <p>To know who Emmeline Pankhurst was.</p> <p>To know who Millicent Garrett Fawcett was.</p> <p>To know how to apply my knowledge of women's rights and form an opinion of my own.</p>	<p>Persecution</p> <p>To know what discrimination is and how we are protected against it.</p> <p>To know what the Spanish Inquisition was.</p> <p>To know how the Jews were persecuted during WW2.</p> <p>To know key events from LGBTQ+ history.</p> <p>To know that persecution still exists in the world today.</p>