



History



At Layfield Primary school it is our vision that children will become curious, creative and critical historical thinkers who are able to investigate the past using concepts such as significance, comparison, creativity and place and space to build an overview of Britain's past as well as the wider world.

Our History curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding.

We want our pupils to:

Love learning about history.

Achieve their full potential by thinking critically.

Develop **c**uriosity to know more about the past.

Have **f**un by working with a range of primary and secondary sources.

Be **i**nspired by the achievements of earlier civilisations.

Have memorable **e**xperiences through historical enquiry.

Learn **l**ife skills by understanding historical concepts.

Develop as individuals by understanding what happened in the past in Britain and the wider world.

The Cornerstones Curriculum has been used to design a program of study which covers a diverse variety of topics which teach children historical 'facts' as well as embed the historical skills and knowledge they will need throughout their academic journey through education.

Our history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy are repeated in each year and theme. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. Where gaps have been identified, appropriate 'focus days' are planned, implemented and assessed to ensure the National Curriculum requirements have been adequately covered. An example of this is to 'conduct a local history study'. This was missing from the Cornerstones coverage, so a local history day ensures all children across the school have the opportunity to develop an understanding about significant historical events, people and places in their own locality.

Early Learning Goals	National Curriculum	
EY	KS1	KS2
<p>Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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 historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations • Ancient Greece • a non-European society that provides contrasts with British history.

EYFS

The study of historical concepts and therefore the development of History knowledge and skills falls under ‘Understanding the World’ area of learning and development with a specific Early Learning Goal entitled ‘Past & Present’.

The curriculum is taught through topics which are enriched with classroom enhancements, staff interactions, visits, and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children’s speech, language, and communication development. Planning is flexible and responsive to children’s needs and can be changed and adapted dependent on children’s interests.

As children are taught the differing topics, they begin to build up their historical knowledge and skills at an appropriate age-related level. For example, when studying Stories in Autumn 1 they will begin to look at simple chronology – a characters journey through the book, this idea is then built upon in Autumn 2 as they begin to think about themselves and their own journeys through life as they study the ‘New Baby’, they also begin to investigate simple artefacts such as new baby paraphernalia and photos of them when they were younger. Every Autumn 2 term the children discover the importance and significance of Remembrance, taking part in age-appropriate class assemblies and activities to develop their knowledge and understanding of Armistice Day on both a local and national level.

In Early Years we are in a unique and wonderful position to be able to follow the children’s interests and fascinations which allows us the opportunity to develop the children’s historical thinking and really embed learning in a way that is fun and memorable.

Early Years Long Term Topic Plan			
Term	2021/2022	2022/2023	2023/2024
Autumn 1	Stories <ul style="list-style-type: none"> • Chronology 	Stories <ul style="list-style-type: none"> • Chronology 	Stories <ul style="list-style-type: none"> • Chronology
Autumn 2	Festivals and Cultural Celebrations Teeth and Healthy Eating <ul style="list-style-type: none"> • Armistice Day 	People Who Help Us <ul style="list-style-type: none"> • Significant people • Armistice Day 	Ourselves <ul style="list-style-type: none"> • Armistice Day • Our family (significant people) • Change over time
Spring 1	Fantasy <ul style="list-style-type: none"> • Time traveller – compare old and new 	Pirates and Ships <ul style="list-style-type: none"> • British History – Captain Cook 	Superheroes

Spring 2	Local Area <ul style="list-style-type: none"> Local history Changes in our local area 	Spring/The World Around Me	Under The Sea
Summer 1	Minibeasts	Dinosaurs <ul style="list-style-type: none"> Change over time Chronology 	Animals
Summer 2	Transport <ul style="list-style-type: none"> Significant people – Amelia Earhart 	Dens/Homes <ul style="list-style-type: none"> Compare and contrast old and new. 	Down in the Jungle

Key Stage One

In Early Years, a range of experiences, visits, visitors, and activities lays a firm foundation for the development of the 'Big Ideas' of humankind (everyday life), creativity, materials, place & space, comparison, significance and change as set out in the Cornerstones Curriculum.

In Autumn 2 of Year 1 children study 'Moon Zoom'. This topic enables them to build on their understanding of changes within living memory and introduce them to the idea of significant individuals and events of the past. Significant individuals of the past are revisited in Autumn 1 of Year 2 as the children study Captain James Cook, while studying this the children also develop a greater understanding of the history around them in their local area and begin to think about the impact it has had on their lives today.

Lower Key Stage Two

During Spring 1 the children in Year 3 study the topic 'Gods and Mortals'. Here they begin to look at Ancient Civilisations (Greece) and the Myths and legends surrounding the Greek gods. Further study of Ancient Civilisations is undertaken in Year 4 during the Autumn (2) term as the children study the topic 'I am Warrior'. Here the children learn about the Roman Empire and its impact on Britain. After discussion with the class teacher this topic has been extended to ensure coverage of the Celts, Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings.

Upper Key Stage Two

The investigation of ancient civilisations continues in Year 5 as the children study 'Pharaohs', the children develop their understanding of 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. These skills are further developed in Year 6 as the children investigate the second world war while studying 'A child's War' to further 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.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Y1	Enchanted Woodland	Moon Zoom Significant people – Astronauts Changes within living memory	Bright Lights Big City The Great Fire of London	Paws, Claws and Whiskers	Rio de Vida	Splendid Skies Significant individuals – Sir Francis Beaufort
Y2	Land Ahoy! Significant historical people – Captain James Cook, Grace Darling Famous pirates	Street Detectives Changes within living memory Significant people Places and events in the local area	Scented Garden	Wriggle and Crawl	Towers, Turrets and Tunnels Castles and castle life Significant individuals – Isambard Kingdom Brunel	
Y3	Heroes and Villains	Scrumdiddlyumptious! Significant individuals – James Lind	Gods and Mortals Ancient Greece	Predator!	Flow Stone age, bronze age, iron age	
Y4	Misty Mountain Sierra	I am Warrior The Roman Empire and its impact on Britain	Burps, Bottoms, Bile	Road Trip USA Native Americans	Blue Abyss 19th century ocean exploration	
Y5	Scream Machine	Stargazers Significant individuals – Galileo Galilei, Isaac Newton 1960s space race	Beast Creator	Time Traveller Changes over the last century	Pharaohs Ancient Egypt	
Y6	Blood Heart	Frozen Kingdom Emigration and exploration in the early 1900s	A Child's War Second World War	Darwin's Delight Significant individuals – Charles Darwin, Mary Anning	Hola Mexico Ancient Maya civilisation	

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p>Skills Describe an aspect of everyday life within or beyond living memory.</p>	<p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>Skills Describe the everyday lives of people in a period within or beyond living memory.</p>	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Skills Describe the everyday lives of people from past historical periods.</p>	<p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Skills Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Create an in-depth study of an aspect of British history beyond 1066.</p>	<p>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.</p> <p>Skills Explain how everyday life in an ancient civilisation changed or continued during different periods.</p>	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Skills Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p>
	Civilisations			<p>Knowledge The lives of people in the Stone Age, Bronze</p>	<p>Knowledge The cause of the Roman invasion of</p>	<p>Knowledge The characteristics of ancient civilisations</p>	<p>Knowledge An achievement or discovery may be</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre</p> <p>Skills Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p> <p>The characteristics of the earliest civilisations include cities, government, language, writing, customs, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-</p>	<p>include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>Skills Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Skills Describe some of the significant achievements of mankind and explain why they are important. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>Skills Explain the cause and consequence of invasion and migration by the Romans into Britain. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). Describe the significance and impact of power struggles on Britain.</p>		
Creativity	Report and conclude	<p>Knowledge Stories, pictures and role play are used to help people learn about the past, understand key events</p>	<p>Knowledge Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a</p>	<p>Knowledge Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description,</p>	<p>Knowledge Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p>Knowledge Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written</p>	<p>Knowledge Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>and empathise with historical figures.</p> <p>Skills Create stories, pictures, independent writing and role play about historical events, people and periods.</p>	<p>historical topic is presented without organising it into chronological order.</p> <p>Skills Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>reconstruction or presentation.</p> <p>Skills Make choices about the best ways to present historical accounts and information.</p>	<p>Skills Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>and the perspective of the writer.</p> <p>Skills Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p>	<p>into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Skills Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>
	Communication	<p>Knowledge Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Skills Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago)</p>	<p>Knowledge A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>Skills Use the historical terms year, decade and century.</p>	<p>Knowledge Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change</p> <p>Skills</p>	<p>Knowledge Historical terms include abstract nouns, such as invasion and monarchy.</p> <p>Skills Use more complex historical terms to explain and present historical information.</p>	<p>Knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>Skills Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p>	<p>Knowledge Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>Skills Use abstract terms to express historical ideas and information.</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		and a long time ago).		Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods.			
Materials	Artefacts and sources	<p>Knowledge Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Historical sources include artefacts, written accounts, photographs and paintings.</p> <p>Skills Use a range of historical artefacts to find out about the past. Express an opinion about a historical source.</p>	<p>Knowledge Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts, or ruins. A viewpoint is a person's own opinion or way of thinking about something.</p> <p>Skills Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint.</p>	<p>Knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</p>	<p>Knowledge Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Bias is the act of supporting or opposing a person or thing in an unfair way. A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions</p>	<p>Knowledge Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> <p>Skills Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>Knowledge Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Different types of bias include political, cultural or racial.</p> <p>Skills Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Skills Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p>and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p> <p>Skills Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p>		
Place and space	Local history	<p>Knowledge Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p> <p>Skills Describe important events in the school's history.</p>	<p>Knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>Skills Describe, in simple terms, the importance of local events, people and places.</p>	<p>Knowledge National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p>	<p>Knowledge A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.</p>	<p>Knowledge Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories,</p>	<p>Knowledge Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Skills Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	<p>Skills Describe and explain the impact of a past society on a local settlement or community.</p>	<p>mill sites, railways and canals).</p> <p>Skills Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p>	<p>books and research produced after the event.</p> <p>Skills Present an in-depth study of a local town or city, suggesting how to source the required information.</p>
Comparison	Compare and contrast	<p>Knowledge Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Skills Identify similarities and differences between ways of life within or beyond living memory.</p>	<p>Knowledge A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>Skills Describe what it was like to live in a different period.</p>	<p>Knowledge Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p> <p>Skills Explain the similarities and differences between two periods of history.</p>	<p>Knowledge Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>Skills Compare and contrast two civilisations.</p>	<p>Knowledge Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>Skills Compare and contrast an aspect of history across two or more periods studied.</p>	<p>Knowledge Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>Skills Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>
Significance	Significant events	<p>Knowledge Significant historical events include those that cause great change for large numbers of people.</p>	<p>Knowledge Significant events affect the lives of many people over a long period of time and are sometimes</p>	<p>Knowledge The causes of a significant event are the things that make the event happen and directly lead up to the</p>	<p>Knowledge Every significant historical event has a cause or a number of causes, such as the need for power and</p>	<p>Knowledge Aspects of history are significant because they had an impact on a vast number of people, are</p>	<p>Knowledge Historical narratives can describe long- and short-term causes and consequences of an event; highlight the</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>Skills Identify some key features of a significant historical event beyond living memory.</p>	<p>commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</p> <p>Skills Explain why an event from the past is significant.</p>	<p>event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Skills Explain the cause and effect of a significant historical event.</p>	<p>wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Skills Explain in detail the multiple causes and effects of significant events.</p>	<p>remembered and commemorated or influence the way we live today.</p> <p>Skills Explain why an aspect of world history is significant.</p>	<p>actions of significant individuals and explain how significant events caused great change over time.</p> <p>Skills Present a detailed historical narrative about a significant global event.</p>
	Significant people	<p>Knowledge A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p> <p>Skills Understand the term significant and explain why a significant</p>	<p>Knowledge Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Skills Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>Knowledge Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p> <p>Skills Devise or respond to historically valid questions about a significant historical figure and suggest or</p>	<p>Knowledge A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>Skills Construct a profile of a significant leader using a range of historical</p>	<p>Knowledge Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Skills Explore and explain how the religious, political, scientific or personal beliefs of a significant individual</p>	<p>Knowledge Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Significant historical events include those that cause great change for large numbers of people.</p> <p>Skills Describe a significant historical event in British history.</p>	<p>Important individual achievements include great discoveries and actions that have helped many people.</p> <p>Skills Describe and explain the importance of a significant individual's achievements on British history.</p>	<p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.</p>	<p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.</p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>Skills Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p>	<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Skills Create an in-depth study of an aspect of British history beyond 1066.</p>	<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.</p> <p>Skills Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of</p>

Key Concept	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Skills Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain.	Explain the cause, consequence and impact of invasion and settlement in Britain.		the British economy and the ways in which its growth impacted on British life.
	Chronology	Knowledge Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Skills Order information on a timeline.	Knowledge A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Skills Sequence significant information in chronological order.	Knowledge Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Skills Sequence dates and information from several historical periods on a timeline.	Knowledge Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Skills Sequence significant dates about events within a historical time period on historical timelines.	Knowledge Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Skills Sequence and make connections between periods of world history on a timeline.	Knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Skills Articulate and present a clear, chronological world history narrative within and across historical periods studied.

The History Curriculum and its delivery by staff intends to ensure all children build a coherent knowledge and understanding of Britain's past as well as that of the wider world. Using the selected projects from the Cornerstones curriculum children should be inspired, their curiosity stimulated. Teachers seek to equip pupils to think critically and be creative by asking perceptive questions, weighing up evidence, sifting through arguments, and develop perspective and judgement.

History should help 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.