



**2022-2023**

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***“A person without knowledge of their past history, origin and culture is like a tree without roots.”***

Marcus Garvey

**Our Vision:**

At Nook Lane Junior School, children receive high-quality history lessons that enable them to gain a coherent, chronological knowledge and understanding of Britain’s past, of the wider world and our local community. Children consider the impact of different and diverse cultures from the past and question what we can learn from them as well as from the qualities and achievements of significant individuals. We inspire children to ignite their curiosity so that they ask questions about the past, investigate and interpret evidence, and grow enquiring minds. Children understand the importance of how events from the past have impacted on our lives today. Pupils think critically, sharing their own ideas and communicating them in a variety of different ways using a well-developed historical vocabulary. We help children to understand how historians work through lessons that develop disciplinary knowledge helping children to understand how and why experts interpret events from the past to form arguments and opinions. Children grow disciplinary and substantive knowledge to gain a deep understanding of abstract terms such as ‘empire’ and ‘invasion’, developing schema around these that include a wealth of information and facts resulting in a deep knowledge.



Year 4 pupils bringing History alive!

## **Intent:**

At Nook Lane Junior School, we aspire to help children develop as historians, building progressively each year on the following history key intentions which embed some important key concepts and themes:



- Develop a sense of chronology.
- Be knowledgeable about diverse cultures from the past and significant individuals, events and artefacts.
- Explore sources of evidence and ask questions about the past
- Reflect on events and artefacts from the past and understand how they have impacted on our lives today.
- Confidently recall, select and communicate historical facts and vocabulary and communicate this in a variety of ways.
- Understand how historians draw conclusions to establish cause and effect, similarities and differences and cause and consequence.

## Developing disciplinary and substantive knowledge

To ensure that children understand how historians think and work, we have identified 6 History key intentions (as shown above) which embed different key **disciplinary knowledge and skills**. In our history lessons we aim to develop children's disciplinary knowledge and skills through teaching these **concepts**:

1. **Chronology**
2. **Sources of evidence**
3. **Influential and significant people**
4. **Legacies (events that have impacted on our lives)**
5. **Recall of Historical facts and vocabulary**
6. **Similarity and difference (during the same period)**
7. **Change and continuity (across different periods)**

To ensure children gain a deep depth of knowledge, skills and understanding around the **concepts** above, we have developed a History curriculum which also develops children's **substantive knowledge**. We have planned our lessons by focusing on a range of **abstract ideas** that can develop substantive knowledge. These abstract ideas are revisited throughout the History units that are taught.

These **abstract ideas** are as follows:

- **Empire**
- **War and invasion**
- **Monarchy**
- **Kingdom**
- **Civilization and settlements**
- **Religion**

Whilst we strategically plan for the revisiting of these themes throughout the history curriculum, other themes such as **trade** and **government** are covered more incidentally. All these themes are highlighted in red in the history progression document.

### Building Knowledge Sequentially:


Careful thought is given to the concepts and themes that are taught within each of the History units at Nook Lane. We ensure that children are exposed to lessons which focus on specific concepts/themes in a very **sequential order** which builds upon prior learning and highlights the main outcomes that we want the children to achieve.

All unit overviews for each History unit are planned accordingly and monitored regularly.

## Assessment and Monitoring:

We strive to ensure that our children 'know more and remember more'!

**Ancient Greece – Knowledge Organiser**



Main outcomes		Teacher assessment
To know that in 508BC in ancient Athens is where democracy began and that's its legacy still exists today.		
To explain how Ancient Greece was made up of different city states (including Athens and Sparta) for most of the ancient Greek period.		
To understand how Phillip II and then Alexander the Great expanded the Greek empire.		
To know why winning the Battle of Marathon was so significant for the ancient Greeks.		
To know that the Olympics was first held in 776BC and is a legacy of Ancient Greece.		

**History skills vocabulary**


primary source	Secondary source	chronology	timeline
artefacts	archaeologists	historians	remains

**History knowledge vocabulary**

ancient	civilisation	society	empire
city-states	government	democracy	monarchy
battles	legacies	trade	Olympics

**Ancient Greece - Memory Map**

**Timeline** Using your timeline, answer the following questions:  
 When could Athenians first vote? ..... BC  
 When did Alexander the Great start to take control of Greece? ..... BC  
 When was the first Olympic games held? ..... BC

**Geography**   
 Where in Europe is Greece and the UK? Circle.  
 What is the capital of Greece?

**Athenian Democracy**  
 What do we mean by democracy?  
  
 Who in Athens was not allowed to vote?

**City-States**  
 Give 1 key facts about each major city state in Ancient Greece:  
 Athens:  
  
 Sparta:

**Battle of Marathon**  
 Using numbers 1-6. Put the story in the correct sequence.

6000 Persian soldiers died, while only 100 Athenian soldiers died.
The Athenians won the battle.
King Darius of Persia wanted to invade Athens.
The Athenians decided on a risky battle plan which worked.
Phidippiades was sent to Sparta to ask for help.
Sparta refused to help so the Athenians began to prepare for battle.

**Alexander the Great**  
 Use your map to find three countries conquered by Alexander the Great:  
 1. ....  
 2. ....  
 3. ....

**Olympic Games**  
 Which Olympic events did the ancient Greeks do that we do NOT do today. Circle.

Panathenics	Wrestling
Javelin Throwing	Unofficial Wrestling
Wrestling	Wrestling
Uxouas	Horse riding

Name one event we do today that the Greeks did not do: .....

To ensure that knowledge 'sticks' and we develop children's long-term memory; we endeavour to return to specific disciplinary and substantive knowledge throughout different units of history. This revisiting of abstract ideas such as 'empire' and 'monarchy' enables children to layer-up their knowledge over time and gain a depth of understanding so they can build a deeper schema of knowledge.

To help children organise and recall key knowledge, all history lesson start with children looking at their **knowledge organisers** (as shown above) and completing memory activities such as **Memory maps** (as shown above) and **flashback activities** such as mini-quizzes or flashback 3 questions.

Areas of History knowledge, skills and understanding are mapped out clearly to each year group, describing the expectations of attainment by the end of the year. Teacher have a knowledge organiser in the pupils books which outline the key outcomes for each unit of work taught. Teachers must assess the progress of each pupil throughout the teaching unit and adapt lessons to meet their needs. Assessment will be used formatively when planning to ensure that gaps in knowledge and skills are addressed. Any gaps in learning will be informed to the next teacher by completing the gaps in learning sheet.

The History leader will regularly monitor teaching and learning in History to ensure that the programmes of study are being taught effectively and match the needs and abilities of the pupils. Unit overviews will be checked for sequential planning and clear links to the History and school vision. The History leader will monitor pupils books to check that knowledge organisers are up to date and link to the planning overviews as well as the recorded work in the pupils books. Finally, the History leader will have interviews with pupils across the key stage to ensure that children 'Know more and remember more'. The views of the pupils are gathered through regular meetings with the Humanities Curriculum Council and their feedback and ideas are used to develop the subject further.


**Inclusion and SEND:**

All children must have access to History appropriate to their stage of development. We plan our teaching to challenge and involve all pupils appropriately, irrespective of age, ability, ethnicity, gender and language background. We are committed to implementing and prompting the principles of the Nook Lane Inclusion, SEND and Equality Policy.

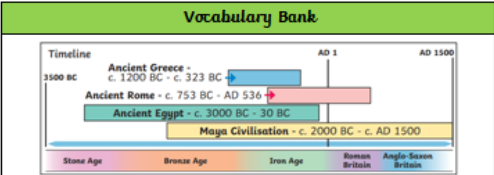
Pupils in a class will be taught the same outcomes and the same lesson objective but where needed, activities will be adjusted or differentiated to enable those pupils who need support to access the History curriculum to their full potential. This includes vocabulary support, modified text passages, different expectations of written work, opportunities for oral recordings, hands-on practical learning and the use of visual structures and support when necessary.

More able pupils should be given the opportunity to extend and deepen their knowledge, skills and understanding through open-ended tasks including HOT questions, opportunities for independent research and ambitious expectations.

**Vocabulary:**



Ancient Greece - Knowledge Organiser				Teacher comment
Main outcomes				
To know that in 508BC in ancient Athens is where democracy began and that's its legacy still exists today.				
To explain how Ancient Greece was made up of different city states (including Athens and Sparta) for most of the ancient Greek period.				
To understand how Phillip II and then Alexander the Great expanded the Greek empire.				
To know why winning the Battle of Marathon was so significant for the ancient Greeks.				
To know that the Olympics was first held in 776BC and is a legacy of Ancient Greece.				
History skills vocabulary				
primary source	Secondary source	chronology	timeline	
artefacts	archaeologists	historians	remains	
History knowledge vocabulary				
ancient	civilisation	society	empire	
city-states	government	democracy	monarchy	
battles	legacies	trade	Olympics	



Vocabulary Bank	
History skills vocabulary	
primary source	Information and artefacts that come from the time period being studied.
Secondary source	Interpretations of information and artefacts found <i>after</i> the time period being studied.
History knowledge vocabulary	
ancient	From a very long time ago
civilisation	A group of people with their own language and way of life.
society	Groups of people that share the same laws, rights and ways of life.
culture	The way that people live.
government	A group of people who make decisions on how to run a country
democracy	A government that is chosen by the people. Citizens have a say (or vote) in how the government is run.
monarchs	Monarchs use titles such as king, queen, emperor or empress.
city-states	Small areas that ancient Greece was divided into, each with their own government, laws and army.
battles/war	Conflicts or fights between enemies.
legacies	Something that happened in the past or comes from a person of the past and still exists today.
empire	A group of countries that are ruled by one ruler or one country.
trade	The buying and selling of goods such as food, clothes and materials

Pupils will be taught tier 3 vocabulary (subject specific) as part of their History units. Vocabulary will be shown on the children's knowledge organisers and children will be given vocabulary banks to help them understand the meaning of key vocabulary. Teachers will be using this vocabulary on their flipcharts and ensuring that children understand the definitions.

## **Impact:**

- ❖ Children develop an excellent sense of chronology across British, local and world history so they can talk with confidence about the past referring to historical terms, dates and periods, whilst noting connections, contrasts and trends over time
- ❖ Children can talk with confidence about significant individuals and events that have brought about important change within the period of History in which they have happened. They can make comparisons and discuss similarities between these people.
- ❖ Children have inquiring minds and they confidently describe and explain events from the past constructing informed responses that involve thoughtful selection and organisation of relevant historical information.
- ❖ Children can talk about a range of sources that they have investigated, understand how our knowledge of the past is constructed.
- ❖ Children empathise with, and have a respect for, the past, reflecting on events that have taken place and understanding how they have impacted on their own lives and how they live.
- ❖ Children can confidently recall historical facts and use subject specific vocabulary which they communicate in a variety of ways.
- ❖ Children have the knowledge and skills to investigate and interpret events from the past using a range of sources of evidence that address questions, some of which children devise themselves, about change, cause, similarity, difference and significance.
- ❖ Children will develop an in-depth understanding of different concepts and themes that are continually returned to and discussed within each unit of learning.

## **History National Curriculum:**

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

### **Aims:**

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

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

### **Key stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



### **Pupils should be taught about:**

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

## **History overview of learning:**

History units have been mapped out across the year to ensure children cover the appropriate curriculum. Within our unit plans, History skills are mapped-out progressively within each year group ensuring that children make progress in their skillset year-on-year.

<b>Overview of learning</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ancient Egyptian civilisation and achievements.		Local History linked to the Sheffield Flood in 1864		Changes in Britain from the Stone Age to the Iron Age	
Year 4	Ancient Greece – A study of Greek life and achievements and their influence on the western world		The Roman Empire and its impact on Britain.			Ancient Mayan civilisation
Year 5			Britain's settlement by Anglo-Saxons and Scots	Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.		
Year 6	Significant events that happened in WW2 and their impact on Britain.					

## History progression:

Breadth of study			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Year 3 study achievements of the earliest civilizations (Ancient Egyptians)</li> <li>• Year 3 study changes in Britain from the Stone Age to the Iron Age</li> <li>• A local History Study (The Sheffield Flood of 1864 – Victorian era)</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 study Ancient Greece – a study of Greek life and achievements and their influences on the Western world;</li> <li>• The Roman Empire and its impact on Britain and a non-European society that provides contrast with British History (The Mayans)</li> <li>• Ancient Mayan Civilisation</li> </ul>	<ul style="list-style-type: none"> <li>• Year 5 study Britain’s settlement by Anglo-Saxons and Scots</li> <li>• Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 study an aspect or theme in Britain history that extends children historical knowledge beyond 1066:</li> <li>• How Britain stood firm against the German invasion during World War II (Extended study)</li> </ul>

- ❖ Units of work that are a requirement of the national curriculum have been mapped-out to be studied in chronological order.
- ❖ Children will develop an understanding of how these different periods of history overlap and progress.

## Disciplinary Concept 1: Chronology

### National Curriculum

- Ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Begin to learn the different periods of History taught across School (from Year 3 to Year 6).</li> <li>• Place the period of History being studied across school on a timeline using dates (done practically).</li> <li>• Children to be introduced to the names of different periods of time within the Egyptian era (BC and AD) and alternative names (BCE and CE).</li> <li>• <i>Make references to</i> specific key events and artefacts from Ancient Egypt (that will be covered within the unit) on a labelled timeline.</li> <li>• Compare and contrast how people lived in Ancient Egypt to Britain during the same time (Bronze Age).</li> <li>• Know the chronological order of key events from the Sheffield Flood of 1864.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the different periods of History taught across School (from Year 3 to Year 6).</li> <li>• Children to understand the names of different periods of time with the Greek and Roman era (BC and AD) and alternative names (BCE and CE).</li> <li>• Place the period of History being studied across school on a timeline using dates.</li> <li>• Place events, artefacts and key figures in order on a timeline using dates.</li> <li>• Children to understand the different periods within ancient Greece (Hellenistic, Archaic and Classical)</li> <li>• Compare and contrast how people lived in Ancient Greece to Britain during the same time (Iron Age).</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and reflect on the different periods of History taught across School (from Year 3 to Year 6) with a developed understanding of the different periods of time (BC and AD) and alternative names (BCE and CE).</li> <li>• Place the period of History being studied across school on a detailed timeline using dates and some key events.</li> <li>• Place key events, artefacts and key figures (for Anglo-Saxons and Vikings) in order on a timeline using dates.</li> <li>• Add some notes to timelines after key events have been taught.</li> <li>• Compare and contrast the length of the period of time studied in comparison to previously studies periods (ancient Egypt and Ancient Greece).</li> </ul>	<ul style="list-style-type: none"> <li>• Remember, reflect on and compare the different periods of History taught across School (from Year 3 to Year 6) with a clear understanding of the different periods of time (BC and AD) and alternative names (BCE and CE).</li> <li>• Create a scaled timeline based on the periods of History studied (10cm = 100 years)</li> <li>• The timeline to include additional periods of History (not covered at Nook Lane) but still relevant to historical chronology.</li> <li>• Place a wider variety of events, artefacts and key figures (for World War II) in order on a detailed, broader timeline using dates and annotated key events/facts.</li> <li>• Add additional annotation to pictorial timelines after key events have been taught.</li> </ul>

## Disciplinary concept 2: Sources of evidence

### National Curriculum

- Children should understand how our knowledge of the past is constructed from a range of sources.
- Pupils to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Begin to understand how our knowledge of the past is constructed from findings by historians after investigating a range of primary sources.</li> <li>• Use different primary sources to understand how and what historians have found out about Ancient Egyptians and people from the Stone Age.</li> <li>• Observe/handle primary sources to build up a picture of how historians have identified key events during the Stone Age and Egyptian era and ask simple questions.</li> <li>• Ancient Egyptian Primary Sources to include: Narmer Palette, Egyptian findings, images/paintings.</li> <li>• Stone Age -Mock artefacts including spear heads, bones, remains of weapons.</li> <li>• Use secondary sources to find out about the Sheffield Flood of 1864</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from historians interpreting a range of different primary sources.</li> <li>• Observe/handle and study a range of different primary sources to find out how historians have answered questions about Ancient Greek, Romans and Mayans.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explore how our knowledge of the past is constructed from historians investigating a range of sources and that different versions of past events may exist.</li> <li>• Understand how evidence can give historians different answers about past events.</li> <li>• Understand the difference between primary and secondary sources of evidence.</li> <li>• Use both primary and secondary sources, to generate a hypothesis in answer to an enquiry question (Sutton Hoo).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and compare a range of primary and secondary sources of evidence to find out how historians have made evaluations and deductions information (Battle of Britain lesson)</li> <li>• Use and analyse a range of different primary and secondary sources understand how historians have generated a hypothesis in answer to an enquiry question. ('Battle of Dunkirk' and Sheffield Blitz).</li> <li>• Understand the term <b>'propaganda'</b> and analyse posters (secondary source) in order to comment on the strategies used to convey different messages. Analyse a range of different primary and secondary sources to generate enquiry questions.</li> </ul>

## Disciplinary concept 3: Influential and significant people

**National Curriculum**

- 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.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Y3	Y4	Y5	Y6
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**Children will know that historians have explored, investigated and debated evidence from the past to identify the people listed below as being ‘significant’.**  
**Children will develop their knowledge of why they are deemed ‘significant’**

<ul style="list-style-type: none"> <li>• Understand how <b>Howard Carter’s</b> discovery of <b>Tutankhamun’s</b> tomb was influential and significant in finding out about Ancient Egypt <b>civilization and society</b>.</li> <li>• To know that pharaoh <b>Narmer</b> was the first pharaoh to rule over the Egyptian <b>Kingdom</b>.</li> <li>• To know about role played of the engineer <b>Williams Horsfield</b> in the cause of the Sheffield Flood in 1864.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how <b>Alexander the Great</b> changed and expanded the Greek <b>empire</b> influencing the world.</li> <li>• Know the significance of <b>Julius Caesar’s</b> attempts to <b>invade</b> Britain.</li> <li>• Know and understand the significance of the successful invasion of Britain by <b>Claudius</b>.</li> <li>• Know about the significance of the resistance of the <b>monarch</b> Queen <b>Boudicca</b> and understanding different perspectives (how the Roman Empire affected different people and how they felt and reacted to the changes that were being made).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why the discovery of the grave of <b>monarch King Raedwald</b> (Sutton Hoo Enquiry) was so significant in finding out about Anglo Saxon <b>civilization and society</b>.</li> <li>• Evaluate and assess the influence and actions of some of the main Anglo-Saxon <b>monarchy</b> (kings <b>Alfred the Great and Athelstan</b>) and explain how their actions have shaped British history.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and explain key facts about <b>Winston Churchill</b> and how he formed his <b>government</b>.</li> <li>• To know when <b>George VI</b> was crowned as <b>monarch</b> and why he was a symbolic leader for the British people during WWII.</li> <li>• To know about <b>Adolf Hitler’s</b> <b>invasion</b> of Poland and the areas he had invaded prior which triggered Britain’s involvement in <b>war</b>.</li> <li>• To know about the Prime Minister <b>Neville Chamberlain</b> used <b>appeasement</b> to try and avoid war.</li> </ul>
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**Black History Month:**

Y3	Y4	Y5	Y6
<p>Understand the importance of the actions of <b>Rosa Parks</b> in promoting <b>equality</b>. Learn about Rosa’s actions during the Montgomery bus Boycott.</p>	<ul style="list-style-type: none"> <li>• To know the importance and significance of the actions and speeches made by the Leader of the African Americans <b>Martin Luther King</b> in impacting <b>government</b>.</li> </ul>	<p>To know the importance and significance of the actions of <b>Nelson Mandela</b> the first black South African President who promoted peace and <b>equality</b>.</p>	<p>Children to know the importance and significance of <b>Barack Obama</b> the first African American President in <b>government</b> in the United States of America.</p>

## Disciplinary concept 4: Legacies (events that have impacted on our lives today)

### National Curriculum

- How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Y3	Y4	Y5	Y6
<p><b>Ancient Egyptians:</b></p> <ul style="list-style-type: none"> <li>• Understand the legacy of the use of hieroglyphics in ancient Egyptian <b>civilization</b>.</li> </ul> <p><b>Stone Age to Iron Age:</b></p> <ul style="list-style-type: none"> <li>• Significant changes in Britain during the Bronze Age for example, <b>religion, technology</b> and <b>trade</b> including a study of Stonehenge.</li> </ul> <p><b>Local History Study:</b></p> <ul style="list-style-type: none"> <li>• The understand the significance of <b>engineering</b> developments after the effects and devastation of the Sheffield flood in 1864</li> </ul>	<p><b>Ancient Greeks:</b></p> <ul style="list-style-type: none"> <li>• Understand the legacy of the Athenian <b>government</b> introducing the idea of <b>democracy</b>.</li> <li>• Understand the legacy of the Olympic Games started in ancient Greece.</li> </ul> <p><b>Romans:</b></p> <ul style="list-style-type: none"> <li>• Understand how the Roman empire shaped Britain: Roman roads, towns/cities, <b>religion</b> (including early Christianity), language, culture etc.</li> </ul> <p><b>Ancient Mayans:</b></p> <ul style="list-style-type: none"> <li>• Understand the significance of <b>trading</b> new foods such as corn and chocolate.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how life in Britain has been shaped Anglo-Saxon and Viking <b>culture, religion</b> and <b>society</b> particularly the actions of Alfred the Great and Athelstan.</li> <li>• Explain the significance and impact of the Viking attack on Lindisfarne.</li> <li>• Explain the impact of the Viking <b>invasion</b> on the kingdoms of Anglo-Saxon Britain and explain the Danelaw treaty.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and assess the reason, impact and significance of key wartime events:</li> <li>• Understand that Germany's <b>invasion</b> of France led to the British army being forced to <b>evacuate</b> Dunkirk.</li> <li>• Understand how results of the Battle of Britain (<b>war</b>) impacted on Germany's plans for invasion.</li> <li>• Understand how <b>society</b> was impacted and changed during the war e.g. the blitz, air-raids, evacuation, women at work and the home guard.</li> </ul>

## Disciplinary concept 5: Recall of historical facts and vocabulary

### National Curriculum

Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Y3	Y4	Y5	Y6
<p>Ancient Egyptians:</p> <ul style="list-style-type: none"> <li>Understand the ancient Egyptian <b>religion</b> including the ritual of mummification.</li> <li>Know about the unification of the upper and lower lands of Ancient Egypt to unite and expand one <b>kingdom</b> under the rule of king Narmer.</li> <li>Identify some reasons why Egyptians formed <b>settlements</b> along the river Nile and how they lived within their settlements.</li> </ul> <p>Stone Age to Iron Age:</p> <ul style="list-style-type: none"> <li>Know about the <b>Civilization and society</b> during the stoneage to the Bronze age: How Neolithic hunter gatherers and early farmers lived at Skara Brae.</li> </ul> <p>Local History Study:</p> <ul style="list-style-type: none"> <li>Explain what caused the Sheffield Flood of 1864 and how this affected the lives of the people of Sheffield at the time.</li> </ul>	<p>Ancient Greeks:</p> <ul style="list-style-type: none"> <li>The importance and significance of the <b>war</b> - battle of Marathon.</li> <li>The importance of <b>trade</b> in ancient Greece</li> </ul> <p>Romans:</p> <ul style="list-style-type: none"> <li>Understand how the Roman <b>Empire</b> expanded particularly through the actions of Alexander the Great.</li> <li>Know about the <b>invasion</b> of Britain by the Romans: When, how and why the Romans invaded.</li> <li>Understand how the Roman invasion of Britain impacted on different people within <b>society</b>.</li> <li>Know how the Roman invasion of Britain impacted on <b>trade</b>.</li> </ul> <p>Ancient Mayans:</p> <ul style="list-style-type: none"> <li>Understand ancient Maya <b>culture</b> and <b>civilisation</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Know why, where and how the <b>invasions</b> of Britain took place after the Roman withdrawal.</li> <li>Understand Anglo Saxon and Viking <b>settlements</b> including <b>tribes</b> and <b>kingdoms</b>.</li> <li>Investigate the discovery of the Saxon longboat at Sutton Hoo and decipher its owner.</li> <li>Describe and explain the work of some of the people who were influential in converting the Anglo-Saxons to the <b>religion</b> of Christianity</li> <li>Explain and debate the different viewpoints of the Battle of Hastings (<b>war</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Children to understand and recall which key events and decisions were made by Churchill.</li> <li>to know about the different structures of <b>government</b> between Nazi Germany and Britain.</li> <li>Children to take part in a mock Houses of Parliament debate which focuses on whether the Prime Minister (Neville Chamberlain) should have taken a course of <b>appeasement</b> or not.</li> <li>Know how the WWII impacted on <b>trade</b> (food supplies in Britain). To understand the importance of ration books.</li> </ul>



## Disciplinary concept 6: Similarities and differences (during the same period)

### National Curriculum

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Y3	Y4	Y5	Y6
<p>Ancient Egyptians:</p> <ul style="list-style-type: none"> <li>Learn about the <b>culture</b> and <b>civilization</b> of many ancient Egyptian people. (E.g. the river Nile and farming). Discuss simple connections, contrasts and trends over time.</li> </ul> <p>Stone Age to Iron Age:</p> <ul style="list-style-type: none"> <li>Learn about the <b>culture</b> and <b>civilization</b> of Celts during the Iron Age. Including hill forts: tribal <b>kingdoms</b>, farming, <b>trade</b> and art</li> </ul> <p>Local History Study:</p> <ul style="list-style-type: none"> <li>Compare the land and the lives of the people of Sheffield before and after the flooding in Sheffield in 1864.</li> </ul>	<p>Ancient Greeks:</p> <ul style="list-style-type: none"> <li>Identify the similarities and differences between Athens and Sparta including <b>government</b>, education and <b>society</b>.</li> <li>Know that <b>settlements</b> were divided into different city states.</li> </ul> <p>Romans:</p> <ul style="list-style-type: none"> <li>Learn about the <b>culture</b> and <b>civilization</b> of Iron Age Celts before, during and after the Roman invasion of Britain.</li> <li>Understand and explain how Britain changed as a result of the Roman <b>invasion</b> E.g. Roman roads, towns/cities, <b>religion</b> (including early Christianity), language ect</li> </ul> <p>Ancient Mayans:</p> <ul style="list-style-type: none"> <li>Describe different features of Maya cities to understand different aspects of Maya <b>Civilization</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how <b>civilization and culture</b> in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. (For example, how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings)</li> <li>Understand some differences between the different Anglo-Saxon <b>monarchs</b> and how the struggle for power in Britain affected the country</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and assess the significance of key wartime events: Understand that if the <b>evacuation</b> from Dunkirk had failed, then it was highly likely that Britain would have been <b>invaded</b> and this would have changed the course of how we live today.</li> <li>Understand the significance of the Battle of Britain (<b>war</b>), that if Germany had succeeded then Britain would have been invaded.</li> </ul>

## Disciplinary concept 7: Compare and contrast (across different periods)

### National Curriculum

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Y3

Y4

Y5

Y6

### Children to be able to recall, select and organise their historical knowledge to compare and contrast between different periods of history.

#### Ancient Egyptians:

- Compare similarities and differences between ancient and modern **architecture** including pyramids, tombs, temples, palaces.
- Understand the differences in ancient Egyptian **society** and **hierarchy** compared to today (Social pyramid activity).

#### Stone Age to Iron Age:

- Recall knowledge about the **culture** and **civilization** of Neanderthals in Britain compared to Ancient Egyptians in Egypt.

#### Local History Study:

- Understand how Dale Dyke Dam was used as a water source and for local industry compared to its use today.

#### Ancient Greeks:

- Compare similarities and differences between ancient and modern **democracy**.
- Understand how the Ancient Greek Olympic Games have changed over time and how they have stayed the same.
- Recall knowledge about the **civilization** and **society** of people in Ancient Greece compared to ancient Egyptians.

#### Romans:

- Make comparisons between the **invasions** made by Alexander the Great and that of Julius Caesar.

#### Ancient Mayans:

- Compare different ritual elements of ancient Maya **religion** to that of Ancient Egyptian religion.

- Compare and contrast Anglo Saxon **settlements** and village life to modern day.
- Understand the differences between Roman roads to modern roads.
- Recall knowledge about the **culture** and **civilization** of Romans compared to Saxons and Vikings.
- Can compare and contrast significant and influential individuals within period studies with previous individuals that have been studied.

- Know the similarities and differences between Winston Churchill and another significant figures in **government** that children have studied in the past.
- Compare and contrast significant individuals within period studies with previous individuals that have been studied.

- Compare the lives of children in 1864 (Victorian period) in comparison to today.

