



History Curriculum

EYFS to Year 6

Overarching Principles

History

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” - Marcus Garvey

At Abingdon Primary School, our vision is to give children a history curriculum which enables the children to develop an awareness and knowledge of how the past influences the present, what past societies were like and how their beliefs and cultures influenced people's actions. Through this, children will learn historical skills and develop a chronological framework for their knowledge of significant events and people. Our aim is for children to develop and secure their history vocabulary through high-quality teaching and learning experiences, stimulating an interest in history to ensure life-long learners.

Subject Intent

- ❖ Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- ❖ Inspire pupils' curiosity to know more about the past;
- ❖ Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement;
- ❖ Help pupils 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;
- ❖ Develop the children's understanding of historical terms.

Teaching and Learning Overview

Abingdon Classroom: This is how we do it....		
Behaviour for learning		
Positive relationships • Mutual respect • Emotional support	Effective learning environment • Working walls • Celebration of learning	Engaging and relevant curriculum • Inclusive • Diverse
Effective Teaching and Learning		
Builds on and activates prior knowledge	Questioning	Talk
Vocabulary	Feedback	Sequenced steps to enable new learning
Modelling	Identifying and addressing misconceptions	Assessment for and of learning
Retrieval practice - long term memory	Adapted learning for the needs of individual pupils	Resources – to support, scaffold, challenge

Key Subject Specific Teaching Approaches

Eg

- ❖ Answering and asking questions
- ❖ Reading books, articles, extracts
- ❖ Using artefacts and visual images
- ❖ Subject specific writing to present/organise information and knowledge
- ❖ Using maps to support locational understanding
- ❖ Story-telling, drama, role play
- ❖ Educational visits
- ❖ Investigations

Teaching History:

When planning and delivering history lessons, it is vital that the children have a good and deepening understanding of historical terms including language related to more abstract historical terms. Our aim is that these will be introduced to the children in contexts which can provide real-life examples using associated language in classrooms where exploratory talk and challenging learning enables the children to demonstrate their understanding. In order to teach and develop historical knowledge, a variety of approaches are used, including the use of artefacts, photographs, KWL grids, sourcing information through the use of high-quality books and internet research. Field trips and visitors are also carefully planned to encourage children to ask questions, to stimulate interest in a topic and develop curiosity. Through a range of sources, children will deduce information and pose questions for further research. As they investigate answers to their questions, the children will also be encouraged to consider how source material may not always be fully reliable and/or provide different perspectives.

“History gives answers only to those who know how to ask questions.” - Hajo Holborn

EYFS

Across nursery and reception, history knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the history knowledge within the overarching topics using these units of learning as the vehicles of delivery.

Term	Nursery Theme	Links to KS1 *SUBJECT*
AUT 1	<u>Ourselves:</u> Know who is in their immediate family and recognise who is the oldest (grandparents) and who is the youngest (babies).	Year 1 – Toys in the past and present
AUT 2	<u>Seasonal Changes</u> Know that we can remember a time that has been e.g. the summer. Know that times that have been are called 'the past'. <u>Special Times</u> Know that we can remember Special Times from our own past such as Birthdays.	Year 1 – Toys in the past and present Year 1 – Buildings in the past Year 1 & 2 – Timeline, including themselves
SPR 1	<u>People who help us</u> - Know that people who are not our family can also help us. - Know that the Police and Fire Service keep us safe. - Know that Doctors and Nurses care for us when we are feeling poorly. <u>Houses and Homes</u> Know that people do not live forever. Know having a healthy diet and doing exercise can help us to live healthy and happy long lives.	Year 2 – Great Fire of London
SPR 2	<u>Farm animals and their Babies:</u> Know that pets, farm animals and safari animals are all living today. Know that dinosaurs were animals that lived long, long ago in the past.	
SUM 1	<u>Growing</u> Know that in the past we were all little babies. Know that babies grow up and become children; they continue growing and become adults.	Year 1 & 2 – Timeline, including themselves
SUM 2	<u>The Seaside and the sea</u> Know that in the past people could only travel around the earth by sailing in boats. Know that in the past there were no aeroplanes.	Year 2 – James Cook

Term	Reception Theme		Links to KS1 *SUBJECT*
AUT 1	<u>Our Community and the People that help us:</u>	- Past and Present - Talk about the lives of the people around them and their roles in society. - Share their memories of things that they have done with people that are special to them. Remembering and discussing our own lives. - Share their memories of significant events in their own lives. Celebrations – Nativity Story comparing then and now.	Remembering and discussing their own lives.
AUT 2	<u>Me and You /Celebrations and Beliefs:</u>		Using Language Associated with the past.
SPR 1	<u>My World, Your World:</u>	- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understanding that life was different in the past. - Children talk about the past and present in their own lives and in the lives of family members. They know that other children don't always enjoy the same thing and are sensitive to this. They know about similarities and differences between themselves and others among families and communities. - Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. - Exploring the local area, comparing buildings old and new.	Talking about things they have done with people who are special to them.
SPR 2	<u>People, Cultures and Communities</u>		Using Language Associated with the past. Y1-Autumn Y1-Spring
SUM 1	<u>Minibeasts</u>	<u>Past and Present:</u> - Talk about the order of events in a range of familiar stories – Beginning, Middle and End. - Use words associated with the past including yesterday, last week, last year. - Begin to put events in order – Life Cycles of mini beasts / Growing up and moving on. - Use past tense when speaking about things that happened in the past - Little People Big Dreams Tim Peake / Mae Jemison / Amelie Earhart	Using Language Associated with the past.
SUM 2	<u>Growing and Aspirations</u>		Recognising chronology.

Long Term Map

	Autumn	Spring	Summer
Year 1	Differences between toys now and one hundred years ago. Changes within living memory.	Middlesbrough 1911-Opening of the Transporter Bridge Significant <u>historical events</u> , people and <u>places</u> in their own locality.	Queen Elizabeth II Lives of significant individuals in the past who have contributed to national and international achievement Changes within living memory – change in national life.
Year 2	Captain Cook Significant historical events, <u>people</u> and places in their own locality.	Great Fire of London Events beyond living memory that are significant nationally.	Rosa Parks and Emily Davison Lives of significant individuals in the past including a comparison of aspects of life in the different periods.
Year 3	Prehistoric Britain (Autumn) Bronze Age and Iron Age (Spring) Changes in Britain from the Stone Age to the Iron Age		The Indus Civilisation An overview of where and when the first civilisations appeared and a depth study into the achievements of one of the earliest civilizations.
Year 4	Ancient Greece A study of Greek life, their achievements and their influence on the western world	The Roman Empire and its impact on Britain	Britain's Settlement by Anglo-Saxons and Scots
Year 5	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Early Islamic Civilization A non-European society that provides contrasts with British history	The British Empire A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 E
Year 6	World War 2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Middlesbrough A study over time tracing how several aspects of national history are reflected in the locality.

Key Questions

	Autumn	Spring	Summer
Year 1	How have toys changed in the last 100 years?	How has Middlesbrough changed in the last 100 years?	Why was Queen Elizabeth II significant?
Year 2	Why do some people think James Cook was significant?	Why was the Great Fire of London significant?	Why were Rosa Parks and Emily Davison significant?
Year 3	What advancements occurred during the Stone Age?	What advancements occurred during the Bronze and Iron ages?	What advancements occurred during the Indus Civilization?
Year 4	What was life like in Ancient Greece and how have their achievements influenced the western world today?	What impact did the Roman Empire have on Britain?	What was life like in Anglo-Saxon Britain?
Year 5	How should the Vikings be remembered?	How did the Early Islamic Civilisation impact on the modern western world?	Should we be proud of the British Empire?
Year 6	What was the impact of WW2 on British children at the time?		How did the national expansion of the railways impact on our local area?

End Points - Progression of Core Knowledge

What the children will know and remember to support their future learning. The knowledge to be learned is over a unit and not to be seen as individual lessons.

	Autumn	Spring	Summer
Year 1	- Know that toys from the past were usually made from metal, fabric or wood. Know that modern-day toys are often made from plastic. - Know that children often made their own toys 100 years ago. - Know that technology has changed toys in the last 50 years e.g. batteries/chargeable, movement, lights and sound. - Know that computer consoles are now used by many children.	- Know that the Transporter Bridge was opened in 1911, over a century ago. - Know that old photographs are a primary source which can tell us about life in the past. - Know how vehicles, buildings, clothing, schooling and homes have changed in the last 100 years.	- Know that Queen Elizabeth was coronated in 1953. - Know that Queen Elizabeth died in 2022, in their lifetime. - Know that she was the longest reigning monarch in the UK. - Know that the Queen's son is now King Charles III
Year 2	- Know that James Cook was born locally in Marton, Middlesbrough in 1728. - Know that he is considered significant for his three expeditions around the world - Know that he mapped Australia, and improved his crew's living conditions. - Know that James Cook was killed by natives in Hawaii in 1779.	- Know that the Great Fire of London began in 1666 and rapidly spread. - Know that the fire spread quickly due to strong winds, dry conditions, and the tightly packed wooden buildings. - Know that many buildings were destroyed, including major landmarks such as St Paul's Cathedral. - Know that Samuel Pepys' diary is a key primary source. - Know that the fire led to big changes, including the creation of a formal fire service and the rebuilding of London.	- Know that America in the 1950s and the UK in the early 1900s had different historical contexts influencing civil rights movements. - Know that Rosa Parks and Emily Davison were key activists who fought for equal rights through different methods of protest. - Know that Rosa Parks started the Montgomery Bus Boycott in 1955. - Know that Emily Davison died while highlighting the suffragette cause. - Know that the efforts of both women led to significant positive changes.
Year 3	- Know that this period happened before Christ (BC). - Know that the Stone Age gained its name because	Know that the Bronze Age and Iron Age began at different times around the world (Bronze Age	Know that the first civilisations appeared in different places and at different times across the world (Ancient

	early people used stone for tools or weapons. • Know that important discoveries during this time include fire, clothing and shoes. • Know that people began this period as nomadic hunter gatherers but later began farming and living in permanent homes (Skara Brae). • Know that petroglyphs are a valuable primary source.	2500 BC and Iron Age 800 BC in Britain). • Know that Britain was a tribal kingdom (beaker people/Celts/Iceni). • Know that the Celts were polytheistic (Stonehenge). • Know that key inventions (wheel, bronze plough, potter's wheel, and lathe) • greatly improved farming, transport, and weaponry. • Know that settlements and communities evolved (from small roundhouses near water in the Bronze Age to larger, enclosed hillforts in the Iron Age).	Sumer, Ancient Egypt, Shang Dynasty and Indus Civilisation). • Know the Indus Civilisation began around the same time as Bronze Age Britain. • Know that the Indus Civilisation was located in modern-day Pakistan/Northern India. • Know that Indus people established large, well-planned towns and cities with roads, sewers, wells, and clay brick homes). • Know that the Indus people farmed, reared animals, and traded goods (clothes, toys, and jewellery). • Know that sources tell us Indus people were peaceful, enjoyed play, and were skilled craftspeople (Mohenjo Daro and artifacts). • Know that by 1700 BC, most Indus cities had been abandoned, and historians are unsure why (possible reasons include invasion, changes to the river, overcrowding, or trade difficulties).
Year 4	• Know that Ancient Greece was made up of independent city-states. • Know that democracy was first developed there. • Know that the Ancient Greeks were polytheistic • Know that there were gender roles and a social class system (education). • Know that pottery and art provide valuable insights into Greek life (culture).	• Know that the Roman Empire expanded to conquer much of Europe, including Britain. • Know that the Romans faced resistance to invading Britain (e.g. Celts, Picts, and Iceni) but succeeded under Emperor Claudius. • Know that the Romans built infrastructure still seen today (straight roads, place names, and Hadrian's Wall)	• Know that during the Dark Ages the Anglo-Saxons (tribes from Northern Europe) settled in Britain. • Know that the Anglo-Saxons may have come either to settle (farm) or invade (mercenaries who took land). • Know that the Anglo Saxons formed seven kingdoms that influenced modern place names.

	• Know that the Ancient Greek alphabet laid the foundations for many modern writing systems. • Know that Ancient Greek architecture has influenced modern western architecture today (columns, symmetry, pediments and architectural order). • Know that Ancient Greek sporting events continue in the modern world (Olympics and how this has evolved to Paralympics etc).	• Know that Roman culture influenced Britain (through innovations like bath houses, amphitheatres, education, Latin language and Christianity). • Know that the Roman withdrawal in 410 AD marked the beginning of the 'Dark Ages' in Britain.	• Know how Anglo-Saxon people lived (rural wooden homes, fire to cook, drank beer due to dirty water, and worked in trades like farming and teaching). • Know that early Anglo-Saxons were pagans who later became Christians (Lindisfarne). • Know that they communicated using Runes. • Know that archaeological discoveries (like Sutton Hoo and the Saxon Princess burial in Loftus) give us valuable insights into Anglo-Saxon life.
Year 5	• Know that Viking raids on Britain began around 800 AD, • Know that longboats were used to travel up rivers and raid for commodities. • Know that Viking invasions were met with resistance by Alfred the Great. • Know that Vikings came from Scandinavia (Sweden, Denmark, and Norway) and lived in coastal villages. • Know that the Vikings were polytheistic. • Know that the Vikings used runes for writing and created place names which are still used today. • Know that Viking communities were self-governed with their own laws and roles.	• Know that the Islamic Golden Age (a time of peace, learning and cultural growth) happened at the same time as with Britain's Dark Ages. • Know that Baghdad (built by Al-Mansur in the 8th century) became a major centre for learning, trade and medicine. • Know that the first centres for learning were used as models for European Universities. • Know the first library (known as House of Wisdom) was opened in Baghdad. • Know that the first hospitals and pharmacies were opened in the EIC. • Know that the collapse of Baghdad is considered the end of the IGA.	• Know that the British Empire began in the 16th century (grew to control over a quarter of the world's surface). • Know that many places resisted colonisation. • Know that many commodities were traded but the largest trade was the transatlantic slave trade. • Know that slaves were taken mainly from Africa to work on plantations (in the Americas and the Caribbean). • Know that Olaudah Equiano is a notable Nigerian former slave who won his freedom and documented his history. • Know that many world powers were involved in the slave trade. • Know that the British were instrumental in abolishing the slave trade.

			• Know that Christianity was spread because of the Empire. • Know that whilst the British benefitted from the colonies in many ways (trade, power, resources, land etc), the colonies benefitted from British infrastructure and protection. • Know that Pakistan was formed in 1947 as a result of British India being partitioned. • Know that the British gradually lost control of the Empire in a process called decolonisation (wars, calls for independence etc). • Know that the Commonwealth exists today.
Year 6	• Know why WWII started (web of alliances, nationalism and the assassination of Archduke Franz Ferdinand) • Know that WWI directly contributed to the outbreak of World War II. • Know that many children and vulnerable people were evacuated during WWII. • Know that children who remained in cities faced safety measures which impacted heavily on daily life (blackouts, air-raid shelters and sirens) especially during the Blitz. • Know that wartime rationing significantly shaped daily life for children and families ('make do and mend' and the need to be thrifty).		• Know why Middlesbrough grew rapidly in the 19th century (coal industry, the creation of a port, and the construction of the Stockton and Darlington Railway, which opened in 1825 as the world's first public railway). • Know that Middlesbrough's population surged during the 19th century (from just 25 in the 1820s to 80,000 by 1891) • Know that Middlesbrough became known as "Ironopolis" during the Industrial Revolution. • Know that Middlesbrough's strong transport links made it an ideal location for ironworks (Bolckow and Vaughan and Dorman Long). • Know that population and industry demands promoted the growth of Middlesbrough train

			station (from a timber shed, but with rising demand for transport, a new station was opened in 1877, designed by architect William Peachey)
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Key vocabulary

Words in **bold** are the core vocabulary expectations for new arrivals.

	Autumn	Spring	Summer
Rec	travel	buildings	King, Queen, same, difference
Year 1	past, present, timeline, technology , similarity, difference	century, primary source	Monarch, significant, coronation, reign
Year 2	Expedition, improve, local, natives	architecture, consequences, secondary sources	segregation, activist, protest, suffragette, Civil Rights, sacrifice
Year 3	BCE/BC, AD, prehistoric, period, petroglyph, discovery, Stone Age, nomadic, hunter gatherers, advancements, weaponry, tools, communication	Bronze Age, Iron Age, evolved, tribe(tribes+tribal), Kingdom, polytheistic, settlements	Civilisation, established, trade, invasion, artefact, historian
Year 4	Democracy, classical period, ancient, city states, pottery, culture, achievement, independent, influence, Olympic games, pottery, culture	Empire, conquer, resistance, Dark Ages, expanded, withdraw, infrastructure, impact	Medieval, rural, Pagan, community
Year 5	Raids, commodities, longboats, coastal, trade routes, battle	Golden Age, western world, modern, progress, collapse	Colonisation, decolonisation, slave, emancipation, abolish, commodity, Transatlantic, the middle passage, infrastructure, partition.
Year 6	Alliance, assassination, nationalism, vulnerable, evacuate, Blitz, rationing		National, expansion, railway, population, industry, revolution

Glossary

Word	Definition
travel	when you go from one place to another
buildings	a structure built for people to live in or do things in
King	a man who rules a country
Queen	a woman who rules a country
same	alike in every way
difference	not the same
past	something that has happened
present	something that is happening now
timeline	used to put events in time order
technology	things people make and use to help them do jobs or make life easier.
similarity	alike but not the same
difference	two or more things that are not alike
century	one hundred years
primary source	something from the past that tells us about what happened.
monarch	a person who rules a country
significant	important
coronation	a ceremony when the monarch is crowned
reign	the time a monarch rules a country
expedition	going to explore new places
improve	making something better
local	from a particular place
natives	people that originate from a place
architecture	the design of buildings
consequences	the result of an action or event
secondary sources	a second-hand account e.g. biography or textbook
segregation	keeping different groups of people apart
activist	someone who tries to make a positive change
protest	someone expressing their feelings about a problem
suffragette	women who fought for the right to vote
Civil Rights movement	the struggle to gain equal rights for black people
sacrifice	giving something up to show loyalty
BC	before Christ
AD	the years after the birth of Jesus Christ
prehistoric	before written records
period	a chunk of time
petroglyph	an image carved into rock
discovery	when you find something new
Stone Age	earliest period of history, when people began to use tools
nomadic	when people move from place to place
hunter gatherer	people who get their food directly from nature
advancements	a development which improves something
weaponry	an object used for attack or defence when fighting or hunting
tools	an object used to make a task easier
communication	sending or receiving a message
Bronze Age	period in history, known for the widespread use of bronze
Iron Age	period in history when people began to use tools and weapons made of iron
evolved	to develop over time
tribe	a group of people who live and work together in one geographical area
Kingdom	a country or area ruled by a king or queen.
polytheistic	people who believe in many Gods

settlements	a place where a group of people live
civilisation	a group of people with advanced ways of living and working
established	developed
trade	buying and selling goods and services
invasion	entering a place, often by force
artefact	man-made object that has historical significance
historian	someone who studies history