



Howden C of E Infant and Junior School

Sequence of Learning: History



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.

History: Age Related Statutory Coverage

Development Matters Children age 3 and 4	Early Learning Goal	Key Stage One	Key Stage Two
<u>Understanding the World</u> Begin to make sense of their own life-story and family's history.	<u>Understanding the World: Past and Present</u> 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	Pupils should be taught about: 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, e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. The lives of significant individuals in the past who have contributed	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.

	what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	to national and international achievements. Some should be used to compare aspects of life in different periods, e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell. Significant historical events, people and places in their locality.	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 Mayan civilization c.
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Disciplinary and Substantive Knowledge in History	
Substantive Knowledge in History:	Substantive knowledge in History is the specific and factual content of Understanding the World and the children forming a chronological understanding. An understanding of chronology and a range of historical vocabulary is taught through the historical topics, specific to each year group in KS1 and KS2.
Disciplinary Knowledge in History:	Disciplinary knowledge in History is applying this knowledge by using specific year group skills. Through applying their knowledge and exercising enquiry skills, the children will make comparisons, make informed responses and question sources. Exercising these enquiry skills, allows the children to integrate both substantive and disciplinary knowledge whilst understanding how the past has helped shape their identity today.



Howden C of E Infant School

Sequence of Learning: History FS2



Knowledge and Skills		
	Knowledge:	Skills:
FS2	How I've Changed • Understand that everyone begins life as a baby. • Know the stages of a human life cycle. • Recognise similarities and differences between themselves and their parents. • Know 3 things they couldn't do as a baby that they can do now. • Identify special times, e.g. events, birthdays, in their past. The Gunpowder Plot/ Guy Fawkes • Know that the gunpowder plot took place in London a very long time ago. • Recognise that Guy Fawkes was born near to us (in the City of York). • Know that we can use sources such as books and images to find out about long ago. • Recognise that people long ago dressed differently to people today.	<u>Chronology and Change</u> • Talk about how they have changed from being a baby. • Talk about how children and adults are different. • Sort objects/images into old and new and begin to use vocabulary linked to the history topic. <u>Historical Skills and Awareness</u> • Talk about special times, celebrations/ birthdays they remember in their life. • Begin to think about why we celebrate things such as Bonfire Night. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Use images to find out about what life was like in the past. • Talk about their memories and experiences.

	• Know that the gunpowder plot was to hurt the king and blow up important buildings in London. It failed. • Understand that we now celebrate Bonfire Night and have fireworks to remember the story of the gun powder plot and the Houses of Parliament being saved. Houses Then and Now • Know that there are different kinds of houses. • Know that houses have different rooms used for different purposes. • Know how to tell if a house is old or new. • Know that houses, and what is inside them, have changed over time • Compare their house to houses of the past.	
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Key Vocabulary	
FS2	How I've Changed toddler, teenager, adult, change, grow, parent, similar, different, memory, event The Gunpowder Plot/ Guy Fawkes London, plot, gunpowder, King, fairly, Houses of Parliament, barrel, cellar, bonfire, fireworks, remember Houses Then and Now twin tub, mangle, wireless, pantry, scullery, parlour, detached, semi-detached, terrace



Howden C of E Infant School

Sequence of Learning: History Year 1



Knowledge and Skills		
	Knowledge:	Skills:
Year 1	<u>Historical Study</u> <u>The Great Fire of London/ Samuel Pepys</u> • Know the Great Fire of London happened a long time ago in the past. • Know the main events leading to the fire. • Know who Samuel Pepys was. • Know reasons for the fire spreading. • Recognise people were more concerned about saving their belongings than stopping the fire. • Understand the importance of using bricks, wider streets and learning spaces to avoid similar disasters in the future. <u>Toys</u> • Know and describe what our toys are like today (type, moving, non-moving, features, materials). • Describe how toys change as children grow older and know which toys match different age groups. • Know how we can tell a toy is old. • Describe changes across two generations.	<u>Chronology and Change</u> • Know the difference between the past and present. • Sequence objects identifying old and new. • Recognise the passing of time within and beyond living memory e.g. lunchtime/ home time yesterday/today a long time ago. • Recognise how something has changed within their living memory. • Understand that historical events happened a long time ago. • Understand the key vocabulary: old, new, past, present, yesterday, a long time ago, day, year and month, and living memory. <i>National Curriculum Links:</i> <i>Know where things fit within a chronological framework.</i> <i>Use a wide vocabulary of historical terms.</i>

	• Know which toys were played with in different generations. • Know who would have played with different toys. How Shopping in Howden has Changed • Know that shopping was different in the past and has changed over time. • Understand that there were no fridge or freezers so people had to shop more often. • Understand that there were no supermarkets (the first supermarket opened in 1948) so people had to visit lots of different smaller shops instead, such as butchers, bakers, cobblers, greengrocer, haberdashery etc. • Know different examples of shops that were on Howden High Street in years gone by and how their uses have changed over time, e.g. Mr Batty's cobblers 'The Shoe Emporium', Naylor's Butchers, Cussons the grocer. • Recognise that the way food is packaged has changed over the years. National Curriculum Links: • <i>Events beyond living memory that are significant nationally.</i> • <i>Lives of significant individuals in the past.</i> • <i>Significant historical events, people and places in the locality.</i> • <i>Changes within living memory.</i>	Historical Skills and Awareness • Talk about similarities and differences between ways of life in different periods. • Understand that people may have lived differently in the past and begin to identify differences. • Ask questions about unknown objects and begin to answer them with support. • Study toys now and from the past. National Curriculum Links: <i>Identify similarities and differences.</i> <i>Compare and contrast life at different times.</i> <i>Ask and answer questions.</i> <i>Use parts of stories and other sources to show knowledge and understanding of key features of events.</i> <i>Understand some of the ways in which we find out about the past.</i>
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Key Vocabulary	
Year 1	The Great Fire of London/ Samuel Pepys London, 17th century, bakery, ember, ignite, fire break, fire hooks, flammable, diary, eye witness Toys mechanical, wood, fabric, metal, plastic, batteries, electricity, generation, past, present, modern How Shopping in Howden has Changed supermarket, butcher, baker, cobbler, greengrocer, haberdashery, packaging, high street, trade



Howden C of E Infant School

Sequence of Learning: History Year 2



Knowledge and Skills		
	Knowledge:	Skills:
Year 2	<u>Historical Study</u> Explorers - Captain Cook and Captain Scott • Know when Captain Cook and Captain Scott were alive and made their most significant discoveries. • Know the chronology of significant events which took place during their lifetimes. • Know some of the difficulties these explorers faced. • Investigate similarities and differences between them and the impact of their exploration on us today. • Recognise their achievements. Remembrance Day - World War One - Edith Cavell • Know when the First World War took place. • Know the chronology of significant events. • Understand the roles played by men and women during the war, with a focus on Edith Cavell. • Know what life would have been like for soldiers in the trenches.	<u>Chronology and Change</u> • Understand how historical events studied fit within a chronological framework. • Sequence main points of a significant event or a famous person's life (Explorers, Nelson Mandela, Grace O'Malley), using a timeline and dates. • Understand the vocabulary: Recent memory, beyond living memory, decade, century (once understanding of place value to 100 is secure). <i>National Curriculum Links:</i> <i>Know where things fit within a chronological framework.</i> <i>Use a wide vocabulary of historical terms.</i> <u>Historical Skills and Awareness</u> • Show an awareness of people, objects, places, and events in the world, past and present. • Understand that things are represented in different ways (sources) e.g. pictures, models, and artefacts.

	• Recognise the significance of Armistice Day. • Know what the poppy represents and why people still wear them today. Nelson Mandela • Know when Nelson Mandela was alive and why he is significant. • Know the chronology of significant events which took place during his lifetime. • Know what the apartheid was and the parts of the world it impacted. • Understand what an activist is, what Mandela stood for and what the consequences of his work were. • Recognise his achievements. Grace O'Malley • Know what a pirate is. • Know when Grace O'Malley was alive and why she is significant. • Know the chronology of significant events which took place during her lifetime. • Understand what happened when Grace met Queen Elizabeth 1. • Know what it was like to live at the time Grace met Queen Elizabeth 1. • Recognise different ways Grace O'Malley has been represented. <i>National Curriculum Links:</i>	• Ask questions and, with support, answer them using the information given. • Understand the key vocabulary: artefacts, sources, compare, contrast. <i>National Curriculum Links:</i> • <i>Understand how we find out about the past and how it is represented.</i> • <i>Ask and answer questions.</i> • <i>Use parts of stories and other sources to show that they know the knowledge and understanding of key features of events.</i> • <i>Understand some of the ways in which we find out about the past.</i>
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	• <i>Events beyond living memory that are significant nationally.</i> • <i>Lives of significant individuals in the past.</i> • <i>Significant historical events, people and places in the locality.</i> • <i>Changes within living memory.</i>	
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Key Vocabulary	
Year 2	Explorers - Captain Cook and Scott explorer, navigator, voyage, Navy, cartography, expedition, scurvy, frostbite, sources, artefacts Remembrance Day - WW1 army, courage, front line, home front, poppy, remembrance, trenches, armistice, battle, war, artefacts Nelson Mandela campaigner, activist, racism, apartheid, equality, government, ANC, prison, president Grace O'Malley pirate, chieftain, clan, avenge, mariner, ambushed, captured, governor, rebellion, seized, treason



Howden Junior School

Sequence of Learning: History Year 3



Knowledge and Skills		
	Knowledge:	Skills:
Year 3	Stone Age to the Iron Age: • Know, in a chronological context, when the period from the Stone Age to the Iron Age took place. • Understand why these periods of time were named 'Stone' and 'Iron'. • Understand the people who lived in this time and know how they were different to us. • Understand the way of life and the methods of survival used in the two periods and how they developed between them. • Know how people manipulated materials such as stone, bronze and iron and how this contributed to their survival. The Roman Empire: • Know that Romans invaded Britain and that the period of conquest was followed by a period of settlement. • Understand the concept of an empire and how it was formed.	Stone Age to the Iron Age: • Locate on a timeline when the Stone Age and the Iron Age took place and the time period between them. • Use a range of sources to find out about life in these times. • Make inferences about life between the Stone Age and the Iron Age based on historical evidence (e.g. cave paintings, archaeological findings etc.). • Ask and answer questions from archaeological and pictorial evidence. The Roman Empire: • Relate their own experience to the concept of settlement. • Use the terms 'invade' and 'settle'. • Place the Celtic and Roman periods in a chronological framework.

	• Understand how people revolted against the Romans and why (eg. Boudicca). • Know about aspects of life in Roman Britain, using a variety of resources. • Understand the concept of archaeology and how much we have learned from archaeological findings. Amy Johnson - a local figure: • Understand when Amy Johnson lived and why her achievements were significant. • Know the chronology of her life. • Know the chronology of significant events which took place during her lifetime. • Recognise the achievements of Amy Johnson.	• Recognise characteristics that place Romans as having lived a long time ago in the past. • Select and record information about the Roman way of life. • Make comparisons, identifying differences and similarities between the Roman way of life and our own today. • Ask and answer questions about what has survived from the Roman settlements of Britain. Amy Johnson - a local figure: • Ask and answer questions from a range of historical sources. • Infer information from a range of historical sources. • Make comparisons between life in the past and now. • Evaluate the importance of her achievements.
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Key Vocabulary	
Year 3	Stone Age to the Iron Age: archaeologists, artefact, Neolithic, B.C., chronology, tribal, hunter-gatherers, shelter, civilisation, settlement, sword, spear, flint The Roman Empire: centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Eboracum, senate, Roman baths, Amy Johnson - a local figure:

	aviation, solo flight, aviator, route, aviatrix, ground engineer, Thyames Estuary, Darwin, Cape Town, Gypsy Moth
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Howden Junior School

Sequence of Learning: History Year 4



Knowledge and Skills		
	Knowledge:	Skills:
Year 4	Anglo-Saxons: • Understand, in a chronological context, when the Anglo-Saxons invaded Britain. • Understand how Anglo-Saxons have influenced Britain including some of the place names they have established. • Describe an Anglo-Saxon village and some of the jobs they did. • Explain the religious beliefs of the early Anglo-Saxons. • Recognise the legacy of the Anglo-Saxons in England. Vikings: • Understand, in a chronological context, when the Viking invasions took place. • Know about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings. • Explain who King Ethelred II was and say when and why Danegeld was introduced. • Identify and explain key aspects of Viking life.	Anglo-Saxons: • Locate The Anglo-Saxons in place and time. • Identify and use a range of evidence sources to understand more about the Anglo-Saxon invasions. • Make comparisons between the lives of different people in Anglo-Saxon villages and compare with modern day. • Investigate Anglo-Saxon place names. • Investigate artefacts from an Anglo-Saxon grave. Vikings: • Locate the Viking invasions in time and place. • Compare the significance of Anglo-Saxon kings during the Viking period. • Select and organise relevant historical information. • Ask historically valid questions about the Viking invasions.

	- Explain how the legal system worked in Anglo-Saxon and Viking Britain. Ancient Egypt: - Understand, in a chronological context, when the Ancient Egyptian period took place. - Understand that information can be classified in different ways. - Know how much of the life of Egypt depended on the Nile. - Know about the range of objects which have survived from ancient Egypt. - Know about aspects of life in ancient Egypt. - Understand that what we know about the past is dependent on what has survived in Egyptian tombs, pyramids and burial sites. - Know how we can find out about ancient Egypt from what has survived.	- Analyse the important artefacts found in local digs - what do they tell us about life in Viking York? Ancient Egypt: - Locate ancient Egypt in time and place. - Observe an object in detail and to make inferences and deductions about the way of life in ancient Egypt. - Record information about an object accurately. - Classify information in various ways. - make inferences and deductions about the past from pictures and other sources. - Use sources of information in ways which go beyond simple observation.
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Key Vocabulary	
Year 4	Anglo-Saxons: archaeologist, Anglo-Saxon kingdoms, shires, Shire reeve, thane, legacy, Wessex, Sutton Hoo, burial, churl, Mercia Vikings: Norsemens, raids, vicious, longhouse, invaders, longboat, Odin, Scandinavia, Danelaw, misconception, Jorvik Ancient Egypt: Nile, pharaohs, tombs, pyramid, hieroglyphs, canopic jar, scribe, sarcophagus, mummy, papyrus, scarab



Howden Junior School

Sequence of Learning: History Year 5



Knowledge and Skills		
	Knowledge:	Skills:
Year 5	Victorian Britain: • Know who Queen Victoria was and when the Victorian period was in relation to other periods of British history. • Know the extent of the British Empire at that time. • Know what life was like for a child at school in Victorian times. • Understand that the work of individuals can change aspects of society. • Know how attitudes to children and childhood changed over time. • Know some of the great inventions of the Victorian era. Ancient Greece: • Understand, in a chronological context, when the Ancient Greek period took place. • Know that Ancient Greece consisted of city states. • Understand what is meant by democracy.	Victorian Britain: • Place the Victorian period in relation to other periods of history. • Infer information from a portrait. • Ask historically valid questions. • Identify similarities and differences between life at school today and life at school in Victorian times. • Find out about important figures in Victorian times using a range of sources. • Identify the cause and effect of changes which took place during Victorian times. • Understand the impact of Victorian inventions on our life today. Ancient Greece: • Locate ancient Greece in time and place. • Compare Athenian democracy with the political systems we have today. • Compare and contrast Ancient Greek Olympics with the Olympics we have today.

	• Recognise the differences between Athens and Sparta. • Know about the significance of Alexander the Great. • Understand that modern events may have connections with the past. Howden - A Local Area Study: • Know when 1840 - 2020 appears on a timeline in relation to other historical events. • Know what was happening in the UK at this time. • Know that Howden was a popular route for stagecoaches. • Understand the historical reasons for Howden's changing population. • Recognise the impact of the development of the railways. • Recognise Victorian architecture.	• Use historical evidence to find out about the Battle of Marathon and Alexander the Great. • Examine artefacts to draw conclusions about what life was like in Ancient Greece. • Analyse the legacies of Ancient Greece and the impact on our lives today. Howden - A Local Area Study: • Investigate some of the ways their local area changed during the Victorian era. • Identify some of the reasons for those changes. • Use the local area to explore characteristic features of Victorian times, how the area changed over time and the reasons for and results of these changes. • Develop their sense of chronology, and ask and answer questions, from buildings and other information sources. • Make comparisons between 1840 and 2020.
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Key Vocabulary	
Year 5	Victorian Britain: reform, Acts of Parliament, domestic servant, coal mine, abacus, copybook, Dunces' Hat, workhouse, empire, ragged schools, climbing boys Ancient Greece: philosophy, Athenians, Spartans, democracy, Olympics, city state, citizen, Zeus, Persian Empire, hoplite, Marathon, temple

	Victorian Britain: census, villa, terraced house, gable, bargeboards, trade directory, sash window, locality, workhouse, urbanisation, street directory
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Howden Junior School

Sequence of Learning: History Year 6



Knowledge and Skills		
	Knowledge:	Skills:
Year 6	World War II: • Understand why World War II began and order events from early World War II on a timeline. • Know when, where and why children were evacuated during WWII. • Explain the Holocaust and the events leading up to it. • Understand rationing during World War II and how people adapted to deal with reduced product availability. • Recognise the importance and significance of the role of women during World War II. The Mayans: • Understand, in a chronological context, when the Mayans civilisation was. • Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. • Understand how the Maya number system works.	World War II: • Locate World War II in place and time. • Identify and use a range of evidence sources to understand more about World War II. • Explore historical evidence and its reliability (Propaganda). • Devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection of relevant historical information. • Evaluate the impact of World War II on the modern world. The Mayans: • Locate The Mayans in place and time. • Identify and use a range of evidence sources to understand more about the Maya civilisation. • Identify differences and similarities between the Mayan number system and our own.

	• Explain what the Mayan writing system consists of, how words are constructed and what codices are. • Describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.	• Compare the use of foods across cultures over time. • Evaluate theories of what caused the mass abandonment of Maya cities.
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Key Vocabulary	
Year 6	World War 2: Allies, Nazi, axis, evacuation, evacuee, Blitz, propaganda, Holocaust, Luftwaffe, RAF, refugees, kindertransport The Mayans: Mesoamerica, glyphs, codices, Chichen Itza, cacao, blood-letting, sacrifice, Itzamna, Kin, Kukulcan, Uinal

SMSC in History	
Spiritual	Social
Children are: • Encouraged to take risks and flourish in a nurturing learning environment. • Experience 'awe and wonder' moments when History is brought to life through active enquiry and experience of artefacts. • Express their awe and wonder at historical events and themes through different media across the curriculum (drama, art, Literacy, music). • Explore the mystery of how and why past events happened. • Realise the significance of past events and people and how they have impacted on our lives today. • Explore values and beliefs from the past and compare and contrast these to values and beliefs from today. • Ask questions, offer ideas and make connections.	Children: • Work collaboratively in a range of settings to investigate and follow lines of enquiry through active learning. • Adopt different roles within group work. • Develop skills of compromise and negotiation during collaborative learning. • Have the opportunity to be a leader within group work and develop leadership skills. • Consider what society in the past has contributed to society today.
Moral	Cultural
Children: • Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Comment on and debate moral questions stemmed from past events. • Reflect upon past events and consider their own moral opinions. • Develop a sense of empathy with historical figures (e.g. through drama, diary writing).	Children: • Develop a greater understanding of how events in history have shaped our multi-cultural society. • Explore and discover cultures from around the world and how they have changed over time. • Demonstrate respect and appreciation for all cultures. • Are immersed in culture through cross-curricular links with, for example, Art, English and Music. • Investigate authentic accounts of attitudes, values and traditions of diverse cultures over time. • Accommodate and celebrate difference.

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| <ul style="list-style-type: none">• Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes.• Explore models of moral virtue through key historical figures. | |
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British Values	
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British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded throughout the History curriculum. Pupils explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.	
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