

# St Augustine's CE Primary School

# History



**Curriculum Progression Map for knowledge, skills and understanding  
(1 Year Cycle)**

# The International Curriculum Overview: Intent, Implementation and Impact

The International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC) are curriculum models based on thematic units that cover Nursery to Y6. Today's children face more diverse challenges and opportunities than any other generation before them: climate change, political change, inequality, migration, an accelerating pace of technology and access to more information than ever before are just some of the issues that our children will face in their lives.

## **The Vision and Philosophy of the International Curriculum**

**Aim:** *the International Curriculum aims to improve learning in schools by supporting teachers and leaders through the provision of internationally researched curriculum materials and engaging units of learning.*

**Philosophy:** *central to the international curriculum is the belief in, and commitment to, the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future.*

At **St Augustine CE Primary**, the aim and the philosophy of the International Curriculum fits with our own school vision of 'achieving excellence together' where we offer an engaging curriculum where our children can foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of opportunities.

## **Seven Foundations of the IPC**

The IPC is designed and driven by underpinning foundations that ensure the curriculum remains learning focused and puts the goal of improving learning at the centre of what we do. The following seven underpinning foundations from the structure of the IPC.

- **Foundation 1:** Learner-focused personal, international and subject learning goals
- **Foundation 2:** A progressive pedagogy
- **Foundation 3:** A process to facilitate learning for all
- **Foundation 4:** Globally competent learners
- **Foundation 5:** Knowledge, skills, and understanding are taught, learned and assessed differently
- **Foundation 6:** Connected learning
- **Foundation 7:** Assessment for improving learning

Each of the seven foundations for learning are exemplified below.

## Foundation 1: Learner-focused personal, international and subject learning goals



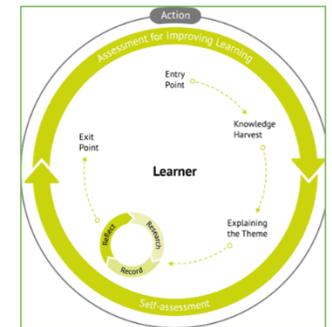
Learning should be at the core of what every good school does, and the overarching question that IPC asks is ‘how does this improve learning?’ The subject learning goals covered the knowledge, skills and understanding that children should learn across a range of subjects. The eight personal learning goals are integral to the IPC. The aim of the personal learning Goals is to develop character and attitudes rather than knowledge, skills and understanding. The development of an inquisitive mind and a sense of curiosity about the world and its people is essential for international learning. The international learning goals help learners begin the move towards increasing their knowledge and understanding of national, international, global and intercultural perspectives on the world around them whilst developing the capacity to take action and make a difference.

## Foundation 2: A progressive pedagogy

A key part of the IPC focuses on brain-based learning. The IPC recognises that we have two types of memory: the working memory and the long-term memory. The IPC units of learning work on the theory of children being able to extract prior learning and apply this to new learning as they complete the units of work across the year groups. The international curriculum has been designed to promote the use of a constructive pedagogy in classrooms whereby learners connect new knowledge to prior knowledge and are actively engaged in constructing their own understanding. The Knowledge Harvest enables children the opportunity to share what they already know about the upcoming learning so that it can be tailored accordingly to their needs. It also supports the strengthening of neuronal connections by helping learners to make links between new and existing learning.

## Foundation 3: A process to facilitate learning for all

All IPC units follow the process to facilitate learning with a learner at the centre, which is structured to make sure that children’s learning experiences are stimulating and therefore effective. The key parts of the process include: Entry Point, Knowledge Harvest, Explaining the Theme, Research, Record, Reflect and the Exit Point, all underpinned by assessment for improving learning. The process to facilitate learning is repeated many times through an academic year, providing familiarity and routine to children’s learning journeys.



## Foundation 4: Globally competent learners

In order for children who learn through the International Curriculum to become engaged globally, competent citizens, it is crucial for them to develop not only a strong interest in their own and others cultures and a deep understanding of multiple perspectives, but also a keen desire to help shape local and global communities through actions that impact positively on society. Being globally aware starts in our own school community before expanding to the local area and then further afield to the UK and more globally. All units within the International Curriculum cover an international dimension to allow the children to reflect, deepen their understanding of the world in which they live.



## Foundation 5: Knowledge, skills, and understanding are taught, learned and assessed differently

Across the international curriculum, Knowledge, skills and understanding are all considered valuable. All of the Knowledge Learning Goals start with 'to know', all of the Skills Learning Goals start with 'be able to' and all of the Understanding Learning Goals start with 'understand'. Icons for knowledge, skills, and understanding are shared with children along with the definitions for each.

<b>KNOWLEDGE</b>		<b>Definition:</b> We think of knowledge as 'knowing that'	<b>Characteristics of knowledge:</b> Knowledge can be new or consolidated. Knowledge is continually expanding and can change as new discoveries are made.
<b>SKILLS</b>		<b>Definition:</b> We think of skills as 'being able to do something'	<b>Characteristics of skills:</b> Skills are learnt in a practical way; they can be new or consolidated. We define developmental stages of acquiring skills as 'Beginning, Developing, Mastering and Innovating'.
<b>UNDERSTANDING</b>		<b>Definition:</b> We think of understanding as making meaning	<b>Characteristics of understanding:</b> Understanding is personal and connections have to be made actively by the learner in order to make meaning. Multiple opportunities should be offered for learners to develop and demonstrate their understanding. Understanding includes components of knowledge, skills and experience.



## Foundation 6: Connected Learning



The international curriculum promotes connected learning in a variety of ways. Learning is interdependent through connecting ideas to subjects and between subjects and prior learning to current learning so that the connections in the brain are reinforced. In the IPC subjects are built independently and interdependently into different thematic units of learning so that learners can engage in dialogue from different viewpoints. This enables children to see the wider context of their learning and to make connections both through and across different subjects.

## Foundation 7: Assessment for improving learning

Whilst teachers are expected to plan for assessment opportunities, the reality is that learner performance, interactions and questions provide a constant stream of important information that the teacher should be using on an ongoing basis to inform future planning. Assessment for improving learning involves teachers and learners becoming partners in learning, helping teachers to further develop the knowledge, skills and understanding of their learners. Knowledge is assessed in a range of ways. This might include the Knowledge Harvest, quizzes, question and answer sessions. Skills are assessed through rubrics.

At St Augustine's we encourage our children to develop and master a range of knowledge, skills and understanding in all areas of the curriculum. As a whole school community, we have devised a range of subject characters and knowledge, skills and understanding principles that are specific to each area of the curriculum, to enable the children to identify not only the subject they are learning but also the content. The characters were shared with the children and they generated a list of knowledge, skills and understanding for each area.

**In History, when the children are being historians they:**

know about significant individuals of the past

know about significant historical events

know about significant people, places and events in our locality

understand the changes in Britain from the Stone Age to the Iron Age



use primary and secondary resources to find out information about historical events of significant people

understand how the Roman Empire influence Britain and how it impacts on our lives today

know about early British settlements such as the Anglo Saxons and Scots

know about the Viking raid and invasions of Britain and the struggle of the Kingdom of England

In Early Years History coverage will include:

Key Vocabulary

Early Years

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

celebration  
birthday

words spoken in past tense

words spoken in present tense

Units being taught in Nursery	The Big Idea	The learners will be finding out.....	Key Vocabulary
<b>This is me</b>	We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.	Learning the names of our friends Learning about the parts of our body, head, arm, leg, foot Making a simple portrait Making art with our hands or feet Exploring how we are feeling Exploring what is inside a room in our home, eg kitchen (and what is safe and not safe) Making a room from our own home Finding out about homes/room around the world Finding out about our families Looking at our favourite toys Planning a birthday party Finding out how to wash our hands Finding out how and why we brush our teeth Learning to cross a road safely Learning to be a good friend Learning how to work together	Name parts of the body, head, arm, leg, foot
<b>Dinosaur Detectives!</b>	A long time ago, before people like you and me lived on the Earth, there were dinosaurs! No one has ever seen a real dinosaur before, but we know lots about them – what they looked like, what they ate and just how big and tall they were. We are going to travel back in time to the land of the dinosaurs to find out more about these amazing creatures. Get ready for an exciting adventure!	Hatching our own dinosaur egg Finding out how big dinosaurs really were Exploring dinosaur opposites Creating our own dinosaur world Making model dinosaurs Finding treasures Digging up dinosaur bones Finding out about fossils Solving a dinosaur mystery Running our own Museum of Dinosaur Wonders Describing a missing dinosaur Going on an adventure to find our missing dinosaurs Finding out what dinosaurs ate Helping our dinosaur friends Finding out what happened to the dinosaurs Moving and dancing like a dinosaur	Hatching, dinosaurs and their names eg tyrannosaurus Treasure, bones, fossil, dig, museum, mystery, costume, swap

		<p>Creating a dinosaur costume</p> <p>Making dinosaur music</p> <p>Getting messy with swamp play</p> <p>Enjoying our own dino party!</p>	
<b>Once Upon A time</b>	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'</p>	<p>Exploring pushes and pulls with 'The Enormous Turnip'</p> <p>Buying and selling vegetables at our own market</p> <p>Exploring size with 'The Three Billy Goats Gruff'</p> <p>Building our own bridge for a troll</p> <p>Making a race course for 'The Tortoise and the Hare'</p> <p>Finding out about tortoises and how to look after them</p> <p>Setting our own goals</p> <p>Creating a sports day for different animals</p> <p>Making a character from 'The Gingerbread Man'</p> <p>Baking our own gingerbread</p>	<p>Soil, dig, plant, build, bridge, race, bake, mix</p>
<b>Brilliant Bug Ball</b>	<p>We share our space with thousands and thousands of little visitors – minibeasts that live in the soil, under stones, amongst the plants and grass, in the trees and even in our homes. Minibeasts come in lots of different shapes and sizes, from tiny ants and long wriggly worms to beautiful butterflies with brightly-coloured wings. We are going to be exploring minibeasts in our local area and finding out more about what they look like, how they live and how they move about. And who knows – if the minibeasts like us, perhaps they'll invite us to a special party!</p>	<p>Finding out how to look after a minibeast</p> <p>Seeing how a caterpillar changes into a butterfly</p> <p>Making a wormery</p> <p>Building a home for a minibeast</p> <p>Making a book about minibeasts</p> <p>Sorting minibeasts that walk and fly</p> <p>Counting with a very hungry caterpillar</p> <p>Making butterfly wings</p> <p>Counting with ladybird spots</p> <p>Comparing the size of different insects and animals</p> <p>Making spider webs</p> <p>Finding out about honey bees</p> <p>Working as a team – just like ants!</p> <p>Moving about like pond minibeasts</p> <p>Comparing fast and slow minibeasts</p> <p>Dancing to 'The Ugly Bug Ball'</p> <p>Making minibeast costumes</p> <p>Planning a minibeast party</p>	<p>Minibeast, caterpillar, worm, wormery, butterfly, ladybird, spider, spider-web, insect and names such as honey bee, ants, pond</p>

			Making minibeast party food Creating a minibeast party menu	
<b>Ocean Treasures</b>	Have you ever wondered what you might find under the sea? We're going to be exploring the oceans of the world, investigating forests of swaying seaweed, and diving deep into the darkest depths, to find out more about all the amazing and beautiful animals that make the sea their home. Are we ready to take the plunge and see what we can find?		Making patterns and shapes out of sand Exploring a collection of shells Making art from beach objects Helping a turtle baby reach the sea Creating our own fish school Learning to share with the Rainbow Fish Making a home for a hermit crab Finding out more about animals under the sea Helping a whale to make friends Learning to dive and explore the sea Finding out about the amazing things an octopus can do! Explore light and dark under the sea In Learning to move like waves and paint our own pictures Creating an undersea dance Using music to tell a story Performing our own dolphin show!	Patterns, shells, beach, turtle, sea, fish, hermit crab, whale, octopus, waves, dolphin
<b>Animal Rescuers</b>	We share our world with many different animals – from the pets that we might look after at home to the big wild animals we might see on television or in books. We are going to imagine we are travelling all around the world, to visit some very exciting places and meet the animals that live there. We're also going to help these animals to feel happy and safe. Some might even want to share some amazing stories with us! Are you ready to pack your bags for a fabulous adventure?		Growing our own jungle Following animal footprints Making animal masks and costumes Learning to share with a crocodile! Going on a safari Exploring animal patterns Discovering some African fruit Teaching a giraffe how to dance Building an igloo Finding out why polar bears are white Helping animals stay afloat Exploring friendship with the help of a penguin Making patterns with sand Looking after a camel Making desert snakes Helping animals to feel at home	Pets and names eg. Hamsters, guinea pigs, , wild animals eg. lion, tigers, igloo, polar bear, penguin, snake

	Units being taught in Reception	The Big Idea	The learners will be finding out.....	Key Vocabulary
	<b>This is me</b>	We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.	Learning the names of our friends Learning about the parts of our body Making a portrait Making art with our hands and feet Exploring how we are feeling In Exploring what is inside a home Making our own home Finding out about homes around the world Making a key for a home Sending a letter to a friend Finding out about our families Looking after a baby Looking at our favourite toys Planning a birthday party Finding out what we do when we go to bed and wake up in the morning In Finding out how to wash our hands Finding out how and why we brush our teeth Learning to cross a road safely Learning to be a good friend Learning how to work together	Name parts of the body, on the face Senses, touch, see, smell, taste, hear, fingers
	<b>Blast Off!</b>	At bedtime, the moon and the stars come out. They shine down from the night sky. Have we ever imagined what it might be like to go on a journey to the moon and the stars? What might we find there? Who might be living there? And what is the moon really made of? Perhaps it is time to find out!	Exploring the stars  Learning about the planets Training to be an astronaut Building a rocket ship Exploring moon shapes Having a picnic on the moon Playing with moon rocks Making a moon buggy Exploring a new planet Making a home for the Moonbeams Running a space restaurant Having a party with the Moonbeams	Rocket Space Aliens Maps Stars Earth Telescope Shape Size Astronaut Suit Helmet Journey Launch

				Phases of the moon Eclipse Half moon Full moon Craters Moon rocks Take off Landing Planets Moon
	<b>Once Upon A time</b>	When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'	Exploring pushes and pulls with 'The Enormous Turnip' Buying and selling vegetables at our own market Planting and growing our own vegetables Making a delicious vegetable soup! Exploring size with 'The Three Billy Goats Gruff' Building our own bridge for a troll Making sound effects to tell a story Performing a story with props and music. Making a race course for 'The Tortoise and the Hare' Finding out about tortoises and how to look after them Setting our own goals Creating a sports day for different animals Making a character from 'The Gingerbread Man' Baking our own gingerbread Changing the story of 'The Gingerbread Man' Creating a modern-day version of the story	Seed, soil, dig, plant, build, bridge, race, buy, sell, bake, mix
	<b>The World Around Us</b>	Look out of the window and what do you see? We share our world with lots of living things – people, insects, animals, birds, plants and trees. We need to make sure that our world is well	Going on a bear hunt! Exploring stones and pebbles Making a tree friend Meeting a Gruffalo Making food for birds	Tree, birds, vegetables, litter, reduce, reuse, recycle, junkyard, building, place

		looked after, so that everyone in it can enjoy a healthy and happy life.	<ul style="list-style-type: none"> <li>Finding out about things that grow</li> <li>Exploring fruit and vegetables</li> <li>Tidying up lots of litter</li> <li>Making paper</li> <li>Finding out what happens to our litter</li> <li>Making a junkyard band</li> <li>Making recycled art</li> <li>Building homes</li> <li>Going shopping</li> <li>Exploring the places we like to go</li> <li>Finding out about people who help us</li> </ul>	names, people who help us, eg. Gardeners, farmers, refuse collectors
	<b>Going Places</b>	A journey can start at any time and take you to exciting places. We go on journeys every day, sometimes by car, sometimes by walking – perhaps we might go on a train, or an aeroplane, or a boat setting sail across the sea. There are many ways we can travel and many adventures we can have. Where would you like to go today?	<ul style="list-style-type: none"> <li>Exploring how we travel</li> <li>Going on a car journey</li> <li>Helping a friend in need</li> <li>Becoming bus drivers!</li> <li>Exploring a beach</li> <li>Making a boat</li> <li>Finding a treasure island</li> <li>Taking a trip under the sea!</li> <li>Finding out about things that fly</li> <li>Going on a plane journey</li> <li>Playing with balloons</li> <li>Drawing our own adventure</li> <li>Visiting the North Pole</li> <li>Finding out about different places</li> <li>Having a holiday celebration</li> <li>Tasting foods from around the world</li> </ul>	Travel, journey, island, sea, treasure, adventure, trip, plane, fly, places, celebration
	<b>To The Rescue</b>	Superheroes to the rescue! Superheroes are all around us, using their special super powers to help others in need. We're going to become heroes too, by making our own costumes and imagining the amazing and incredible powers we will use to help ourselves and other people around us. Lots of exciting new adventures await us as we explore and learn about the world of Superheroes!	<ul style="list-style-type: none"> <li>Listening to a story about a superhero</li> <li>Telling the story using puppets and models</li> <li>Exploring the beginning, middle and ending of a story</li> <li>Making our own comic book</li> <li>Imagining being a character in a story</li> <li>Thinking about what makes a superhero</li> <li>Exploring different superhero costumes</li> <li>Making a superhero costume of our own</li> <li>Making a superhero den</li> <li>Training to be a superhero</li> <li>Showing off our costumes with a grand parade</li> </ul>	Models, superhero, names for materials eg. Plastic, den, vehicle, directions, eg. Left, right, fly, freezing, melting, senses, fruit names, eg. Bananas, apples

			<p>Finding out about people who help us Making a vehicle for a superhero Giving directions to our vehicle Making a gift for a hero we look up to Working as a team to help each other In Exploring freezing and melting with ice Exploring how things move Finding out about things that fly Exploring our own super senses – sight, hearing, touch, taste and smell Making a fruit smoothie for a superhero</p>	
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## Key Stage 1 and 2 NC Purpose of Study for History

### Purpose of study

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.

Year 1

### NC Statutory Programme of Study for KS1

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 [for example, 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 to national and international achievements. Some should be used to compare aspects of life in different periods [for example, 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 own locality.

Unit being taught	The learners will be finding out....	Key Vocabulary
<b>Hooray-Let's go on holiday</b> Inventions and development	<ul style="list-style-type: none"> <li>• About the holidays that we have had in our own past</li> <li>• About the holidays that our families and other people have had in the past</li> <li>• What is the same and what is different between holidays in the past and today</li> <li>• About some of the wonders of the world</li> </ul>	Events, Historical Timeline, Similarities , Differences , Evidence, Photographs, Museum, Past
<b>The Magic Toymaker</b> Classifying materials	<ul style="list-style-type: none"> <li>• About toys and games from the past</li> <li>• How to decide if a toy is new or old</li> </ul>	Sequence, Historical, Events,

		<ul style="list-style-type: none"> <li>• How to create our own toy museum</li> <li>• How we can learn about the past in different ways</li> </ul>	Oldest, Newest , Museum, Exhibit, Time, Compare Collection
	<b>People of the Past</b> Significant people	<ul style="list-style-type: none"> <li>• About the different decisions that rulers had to make in the past</li> <li>• How to use a living graph to explore how a person from history might have been feeling</li> <li>• About the life of a famous explorer using maps and role play</li> <li>• How to compare the lives of two different explorer</li> <li>• About the achievements of important scientists and inventors including those from our local area</li> <li>• About what life was like at different times in the past</li> </ul>	Past, Ruler, Queen, Famous, Florence Nightingale, Mary Seacole, Christopher Columbus, Explorer, Compare and Contrast, Edmund Hilary, Neil Armstrong, Timeline , Edward Jenner, Ancient, Scroll, Johann Gutenberg, Invention, Alexander Graham Bell, Telegram, Inventor

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- significant historical events, people and places in their own locality.

**Unit being taught**

**The learners will be finding out.....**

**Key Vocabulary**

**From A to B**  
Inventions and development

- About transport in the past
- How to make a timeline to show when different types of transport were invented
- About exploring different types of transport from myths and legends

Past, Historical  
Lifetime, Elderly,  
Older, Younger  
Timeline, Transport  
Invented,  
Chronological

**Time Travellers**  
Finding out about the past

- How to create a timeline
- About events that are important to us
- How to use objects to find out more about an event
- About important events that happened in our local area
- How we can find out about an event by interviewing someone who was there
- How to use different sources to learn about a national event
- About events of global significance by asking and answering questions

Century, Season  
Timeline,  
Chronological  
order, Invention,  
Battle, Artefacts,  
Monuments, Ruins,  
Burial mounds

**NC Statutory Programme of Study for KS2**

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
 

**Examples (non-statutory)**

This could include:

  - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
  - Bronze Age religion, technology and travel, for example, Stonehenge
  - Iron Age hill forts: tribal kingdoms, farming, art and culture
  
- 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

- a local history study
 

**Examples (non-statutory)**

  - a depth study linked to one of the British areas of study listed above
  - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
  - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Unit being taught	The learners will be finding out.....	Key Vocabulary
<p><b>Explorers and Adventurers</b> Discovering the world</p>	<ul style="list-style-type: none"> <li>• About explorers and adventurers in the past</li> <li>• How to gather information from maps, pictures and books</li> <li>• How to answer simple questions about exploration</li> <li>• How explorers told the time and navigated at sea</li> </ul>	<p>Explorer, voyage, exploration, chronological,</p>
<p><b>Scavengers and Settlers</b> Past civilisations</p>	<ul style="list-style-type: none"> <li>• How fossils are made and what we can learn from them</li> <li>• What our earliest ancestors might have looked like</li> <li>• How our ancestors were able to survive</li> <li>• How to use archaeological evidence to find out about a prehistoric hunter</li> <li>• Where our ancestors settled and how they lived</li> <li>• How we can learn about the past by investigating a Stone Age village</li> <li>• What life was like during the Bronze Age and Iron Ages</li> </ul>	<p>Fossils, ancestors, archaeologist. Settlement, prehistoric, historian, Bronze age, Iron age, Tools, Weapons, Skyra Brae, Stone age, village, Neolithic Man, Cave painting, past, present, sources, primary,</p>

			secondary, Lucy Ice man.
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Unit being taught	The learners will be finding out.....	Key Vocabulary
<p><b>Temples, tombs and treasures</b> Past civilisations</p>	<ul style="list-style-type: none"> <li>• Why rivers were important to ancient civilisations</li> <li>• What daily life was like in Ancient Egypt</li> <li>• How to write using Egyptian hieroglyphics</li> <li>• About the different rulers of Egypt</li> <li>• About Ancient Egyptian religion and burials</li> <li>• How the Ancient Egyptians might have built the pyramids</li> <li>• About the treasures discovered in Tutankhamun's tomb</li> <li>• How to use different sources to find out about Ancient Sumer</li> <li>• How to compare life in Ancient Sumer with life in Ancient Egypt</li> </ul>	<p>River Nile, Ancient Egypt, civilisation, hieroglyphics, pyramids, Tutankhamun, tomb, treasures, temples, mummification, primary and secondary sources, Egyptian Gods and goddesses.</p>
<p><b>They Made A Difference</b> Significant people</p>	<ul style="list-style-type: none"> <li>• About world leaders from the past</li> <li>• How to make a timeline</li> <li>• How leaders in the past compare to leaders today</li> <li>• About significant scientists from the past</li> <li>• About primary and secondary sources of information</li> </ul>	<p>Monarch, chronological order, Reign, leader, inventions, change, historical events, primary and secondary sources,</p>

	<b>Bright Sparks</b> Electricity and energy	<ul style="list-style-type: none"><li>• About the history of the electric light bulb</li></ul>	Inventor, research, Thomas Edison, Circuits, Electric, Electricity.
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**NC Statutory Programme of Study for KS2**

**Pupils should be taught about:**

- a local history study

**Examples (non-statutory)**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- the Roman Empire and its impact on Britain

**Examples (non-statutory)**

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**Examples (non-statutory)**

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- Britain's settlement by Anglo-Saxons and Scots

**Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Unit being taught	The learners will be finding out....	Key Vocabulary
<p><b>The great, the bold, the brave</b> Past civilisations</p>	<ul style="list-style-type: none"> <li>• About the Greek city-states of Athens and Sparta</li> <li>• How people voted in Athens and Sparta</li> <li>• How the Persian War brought the Greek city-states together</li> <li>• What the Parthenon can tell us about Athenian life</li> <li>• How to perform our own Greek play</li> <li>• About the life Alexander the Great and what he achieved</li> <li>• Why Rome had a republic and then an emperor</li> <li>• What daily life was like in Ancient Rome</li> <li>• What happened when the Romans invaded another country</li> <li>• Why the Roman Empire declined</li> <li>• What happened when the Anglo-Saxons invaded and settled in Britain</li> <li>• About the Viking invasion of Britain</li> <li>• About the life and legacy of Alfred the Great</li> <li>• How to use archaeological evidence to find out about the past</li> <li>• About the history of Britain, from the Roman occupation to the Norman Conquest</li> </ul>	<p>Spartan, Athenians, Govern ment, Democracy, Politicians, Council, Citizen, Oligarchy, Hierarchy, Persians, Solidarity Battle of Marathon, Battle of Thermopylae, Battle of Salamis, Battle of Plataea, Encyclopaedia, Parthenon, Pediment, Metopes, Frieze, Athena, Peplos, Ionic columns, Centauromachy, Gigantomachy, The Sack of Troy, Panathenaic festival, Architecture, Republic, Patricians, Equites, Plebeians, Foreigners, Provincials, Emperor, Conqueror, Saxons, Vikings, Tapestry, Invasion,</p>
<p><b>The Holiday Show</b> Globalisation and economics</p>	<ul style="list-style-type: none"> <li>• How to create a history tour of our local area/host country</li> </ul>	<p>Historical location, Chronologically, Museum, Monument,</p>

**NC Statutory Programme of Study for KS2**

- 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.

- the Roman Empire and its impact on Britain

**Examples (non-statutory)**

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Britain's settlement by Anglo-Saxons and Scots

**Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Unit being taught	The learners will be finding out.....	Key Vocabulary
<p><b>AD900</b> Past civilisations</p>	<ul style="list-style-type: none"> <li>• About the Maya from the buildings and artefacts they left behind</li> <li>• How the Maya worshipped their gods</li> <li>• How the Maya used glyphs for writing and counting</li> <li>• Why the Maya empire declined</li> <li>• What Benin City in West Africa might have looked like</li> <li>• How to use different sources to find out about the Kingdom of Benin</li> <li>• How the Edo/Benin people celebrate and worship</li> <li>• What happened to the Kingdom of Benin</li> <li>• Why the prophet Mohammad was so important to the Islamic civilisation</li> <li>• About the achievements and inventions of the Golden Age of Islam</li> </ul>	<p>Civilisations, Mayan, Archaeological evidence, primary and secondary resources, City-states, Benin, Artefacts, Codices, Glyphs, Revolutions, Edo</p>

		<ul style="list-style-type: none"> <li>• Why the Islamic empire declined</li> </ul>	Empire, Hierarchy, Nomadic, Islamic Civilisation, Caliphs, The Crusaders The Mongols, Society
	<b>Going Global</b> Globalisation and economics	<ul style="list-style-type: none"> <li>• How people used to trade in the past</li> <li>• What goods were available to past societies</li> <li>• How new products were discovered by explorers</li> </ul>	Civilisations, time periods, chronological order, exploration, expansion, native countries
	<b>Full power</b> Electricity and energy	<ul style="list-style-type: none"> <li>• Who discovered electricity and the changes over time</li> </ul>	Discovered, Benjamin Franklin, Luigi Galvani, Alessandro Volta, Humphry Davy, Michael Faraday, Georg Ohm, Thomas Edison, Nikola Tesla, Inventor

## Progression of **Knowledge** within the History Curriculum

Year Group	By the end of Early Years, the learners will:
<b>Early Years</b>	<p>Understanding the World</p> <p>Early Learning Goal – People and Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Early Learning Goal – The World</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>

<b>Year 1 and 2</b>	By the end of Key Stage One, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 1	Year 2
	Know stories about a range of people who have lived in a variety of cultures in the past	People of the past Hooray! Let's Go On Holiday The Magic Toymaker	From A to B Time Travellers
	Know about a range of events that have happened in the past	People of the past Hooray! Let's Go On Holiday The Magic Toymaker	From A to B Time Travellers
<b>Year 3 and 4</b>	By the end of Lower Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 3	Year 4
	Know about the main events, dates and characteristics of the past societies they have studied	Scavengers and Settlers Explorers and Adventurers	Temples, tombs and treasures They made a difference
	Know about the lives of people in those periods	Scavengers and Settlers Explorers and Adventurers	Temples, tombs and treasures They made a difference
	Know about the main similarities and differences between the past societies they have studied	Scavengers and Settlers Explorers and Adventurers	Temples, tombs and treasures
<b>Year 5 and 6</b>	By the end of Upper Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 5	Year 6
	Know that the study of history is concerned with the past in relation to the present	The great, the bold, the brave The Holiday Show	AD900 Going Global
	Know about the characteristic features of particular periods and societies	The great, the bold, the brave The Holiday Show,	AD900 Going Global
	Know about the general history of the host country	The Holiday Show	
	Know about the general history of their home country	The Holiday Show	

	Know about the characteristic features of a particular period in the history of the host country	The Holiday Show	
	Know about the ideas, beliefs, attitudes and experiences of people in the past	The great, the bold, the brave The Holiday Show	AD900 Full Power
	Know about the social, cultural, religious and ethnic diversity of the periods studied	The great, the bold, the brave	AD900
	Know the terms associated with the periods they have studied	The great, the bold, the brave The Holiday Show	AD900

## Progression of **Skills** within the History Curriculum

Year Group	By the end of Early Years, the learners will:		
<b>Early Years</b>	To discuss about significant events. To discuss past and present events in their own lives and in the lives of family members. To discuss a past event in the correct order. To share experiences and knowledge from different parts of their lives with each other.		
<b>Year 1 and 2</b>	By the end of Key Stage One, the learners will:	Unit/s where the skill is covered/revisited	
		Year 1	Year 2
	Be able to ask and answer questions about the past	Hooray, Let's go on holiday The Magic Toymaker People of the Past	From A to B Time Travellers
	Be able to use key words and phrases relating to the passing of time	Hooray, Let's go on holiday The Magic Toymaker People of the Past	Time Travellers
	Be able to order events and objects into a sequence	Hooray, Let's go on holiday The Magic Toymaker People of the Past	From A to B Time Travellers
	Be able to identify differences between their own lives and those of people who have lived in the past	Hooray, Let's go on holiday The Magic Toymaker People of the Past	From A to B Time Travellers
Be able to find out about aspects of the past from a range of sources of information	Hooray, Let's go on holiday The Magic Toymaker	Time Travellers	

Year 3 and 4	Be able to communicate their historical knowledge and understanding in a variety of ways	People of the Past Hooray, Let's go on holiday The Magic Toymaker People of the Past	From A to B Time Travellers
	By the end of Lower Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 3	Year 4
	Be able to give some reasons for particular events and changes	Scavengers and Settlers Explorers and Adventurers	Temples, tombs and treasures Bright Sparks They Made A Difference
	Be able to gather information from simple sources	Scavengers and Settlers Explorers and Adventurers	Temples, tombs and treasures Bright Sparks They Made A Difference
Be able to use their knowledge and understanding to answer simple questions about the past and about changes	Scavengers and Settlers Explorers and Adventurers	Temples, tombs and treasures Bright Sparks They Made A Difference	
Year 5 and 6	By the end of Upper Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 5	Year 6
	Be able to enquire into historical issues and their effects on people's lives	The great, the bold, the brave	The great, the bold, the brave AD900 Going Global
	Be able to find out about aspects of the past from a range of sources	The great, the bold, the brave The Holiday Show	AD900 Full Power Going Global
	Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied	The great, he bold, the brave The Holiday Show	AD900 Going Global
Be able to describe and make links between the main events, situations and changes both within and across periods	The great, the bold, the brave The holiday Show	AD900 Going Global	

	Be able to describe how the history of one country affects that of another	The great, the bold, the brave	AD900 Going Global
	Be able to ask and answer questions about the past	The great, the bold, the brave The Holiday Show	AD900 Full Power , Going Global
	Be able to select and record information relevant to an historical topic	The Holiday Show The great, the bold, the brave	AD900 Full Power Going Global
	Be able to place the events, people and changes in the periods they have studied into a chronological framework	The Holiday Show The great, the bold, the brave	AD900 Full Power Going Global
	Be able to use dates and terms relating to the passing of time	The great, the bold, the brave The Holiday Show	AD900 Going Global
	Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms	The great, the bold, the brave The Holiday Show	AD900 Full Power Going Global

## Progression of **Understanding** within the History Curriculum

Year Group	By the end of Early Years, the learners will:
<b>Early Years</b>	<p>To understand why things happen and give explanations. To understand past, present and future. To develop an understanding of themselves and the world around them.</p>

<b>Year 1 and 2</b>	By the end of Key Stage One, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 1	Year 2
	Understand that events and people's actions have causes and effects	People of the past	Time Travellers
	Understand that the past is represented in a variety of ways	Hooray, let's go on holiday People of the past The Magic Toymaker	Time Travellers
<b>Year 3 and 4</b>	By the end of Lower Key Stage 2, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 3	Year 4
	Understand that the past can be considered in terms of different time periods	Scavengers and Settlers Explorers and Adventures	Temples, tombs and treasures They Made A Difference Bright Sparks
	Understand that the past has been recorded in a variety of different ways	Scavengers and Settlers Explorers and Adventures	Temples, tombs and treasures They Made A Difference
<b>Year 5 and 6</b>		Unit/s where the understanding is covered/revisited	
		Year 5	Year 6
	Understand how some aspects of the past have been represented and interpreted in different ways	The great, the bold, the brave	AD900
	Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint	The great, the bold, the brave	The great, the bold, the brave