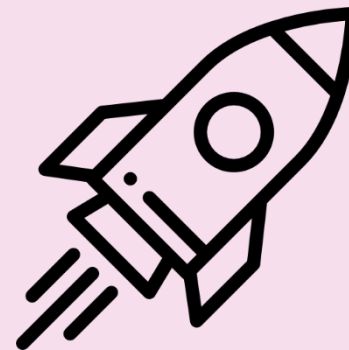
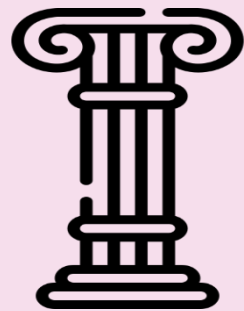




Meole Brace
C of E Primary School and Nursery

History Subject Handbook



Our vision and rationale for History

Our high-quality history curriculum inspires curiosity and fascination about the world, its people and its past.

Our history curriculum allows our children to develop our three core values of **perseverance**, **respect** and **community**.

Within the history curriculum children develop **respect** for and knowledge about Britain's past and that of the wider world. It inspires children to **persevere** to know more about the past, encouraging them to ask perceptive questions, think critically, weigh evidence, sift through arguments and develop perspective and judgement. Opportunities to work alongside peers promotes a strong sense of **community** and encourages **respect**, whilst also allowing our children to use each other to develop and deepen their own understanding. By exploring a wide range of significant historical events, people and places in their own and other localities, children develop a better understanding of their **community** and the historical factors that have shaped it. **Respect** for and understanding of a diverse range of significant individuals in the past also forms a fundamental part of our curriculum and children are encouraged to explore and consider how these individuals have contributed to national and international achievements.

Our history curriculum provides clear progression in both skills and knowledge. This enables our children to develop lifelong transferrable skills through promoting curiosity, confidence, and creativity whilst inspiring challenge.



Curriculum Subject Leader



Mr. Edward Pharo

National Curriculum Progression for History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Attainment targets Subject content	<p>Pupils should be taught:</p> <p>PSED reasons for rules, right and wrong,</p> <p>UW Past and Present, Seasons, changes over time, roles of people in society/ in our lives</p> <p>M Sequencing events real and fictional</p>	<p>Pupils should be taught:</p> <p>Changes within living memory.</p> <p>Events beyond living memory.</p> <p>The lives of significant individuals.</p> <p>Significant historical events from their own locality.</p> <p>Compare aspects of life in different periods.</p>	<p>Pupils should be taught:</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman empire and its impact on Britain.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>The achievements of the earliest civilisations such as Ancient Egypt.</p> <p>The life, achievements, and influence of the Ancient Greeks on the western world.</p> <p>A non-European society that provides a contrast to British history (Mayans).</p> <p>A local history study (Charles Darwin).</p>				


History Unit Coverage

	Autumn Term	Spring Term	Summer Term
EYFS	Understanding the world Personal and Social Emotional Development Maths <i>Historical concepts, knowledge and ideas are continuously explored, revisited and developed throughout the year in our EYFS topics and through child interests</i>		
Year 1	King Charles III	Castles	Toys
Year 2	Great fire of London	Captain Scott Space Race	Transport through time
Year 3	Stone Age	Ancient Egypt	Industrial Revolution
Year 4	The Romans	The Tudors	The Shang Dynasty
Year 5	Anglo-Saxons & Vikings	The Victorians	Ancient Greece
Year 6	The Mayans	Charles Darwin	World War Two

Disciplinary Progression for History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Similarity and difference.	Change and continuity. Similarity and difference.	Cause and consequence. Change and continuity. Similarity and difference.	Cause and consequence. Change and continuity. Similarity and difference. Sources and evidence.	Cause and consequence. Change and continuity. Similarity and difference. Sources and evidence.	Cause and consequence. Change and continuity. Similarity and difference. Sources and evidence. Historical interpretations.	Cause and consequence. Change and continuity. Similarity and difference. Sources and evidence. Historical interpretations.

History Progression of Knowledge

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Concepts and Themes	Empire, Leaders, and Invasion Settlements Crime and Punishment Communication and Invention							
	Chronology	Core Knowledge	New and old	New and old Past and present.	1948AD – King Charles III 1066AD – 1500AD Castles 1900 – Present-Toys	1666AD The Great Fire of London 1910AD - 1912AD Terra Nova Expedition 1955AD – 1975 AD Space Race Transport Through Time	4000 – 2000BC Stone Age 3100BC – 30BC Ancient Egyptians The Industrial Revolution – 1760AD – 1840AD	625BC - 476AD The Romans 1485AD – 1603AD The Tudors The Shang Dynasty – 1600BC – 1045BC	449AD – 1066AD Vikings and Saxons 1837 AD – 1901 AD Victorians 1000BC – 30BC Ancient Greece

<p>Empire, Leaders and Invasion</p>	<p>Core Knowledge</p>	<p>To know we need to listen to others to help us.</p>	<p>To know a leader is someone in charge.</p> <p>To name leaders in our lives – to know parents, carers, teachers and headteacher.</p> <p>To know the rules of our school community and why we need them.</p>	<p>To know William the Conqueror was a significant leader.</p> <p>To know that castles were built to protect and defend against invasion.</p> <p>To know an invasion involves entering a space with force.</p> <p>To know the key events of King Charles III's life.</p> <p>To know about King Charles' conservation campaigns.</p> <p>To know about King Charles' intentions to create ties with the commonwealth.</p>	<p>To know Captain Scott led the Terra Nova expedition and its outcome.</p> <p>To know Britain and Captain Scott wanted to be the first to reach the South Pole.</p>	<p>To know that Stone Age communities were organised into tribes.</p> <p>To know that there were tribal leaders in the Stone Age.</p> <p>To know the Egyptians were led by Pharaohs such as Cleopatra and Tutankhamun</p> <p>To know the Egyptians claimed territory outside of Egypt.</p> <p>To know the key achievements of Thomas Telford and Isambard Brunel.</p>	<p>To know that a monarch is a person who reigns over a kingdom or empire.</p> <p>To know that Henry VIII and Elizabeth I were key Tudor monarchs.</p> <p>To know that an empire is a group of countries and people ruled over by a single leader or state.</p> <p>To know that Hadrian, Constantine, and Claudius are key Roman emperors.</p> <p>To know Boudicca was the Queen of the Iceni.</p> <p>To know the countries that were part of the Roman empire.</p>	<p>To know that Vikings invaded other settlements and countries including Britain.</p> <p>To know that Vikings invaded to enrich their lives, rather than to rule or gain territory like the Romans.</p> <p>To know the countries that were part of the British empire during the reign of Queen Victoria.</p> <p>To know key events of Queen Victoria's reign.</p> <p>To know the key explorations of female explorers of this era.</p> <p>To know that ancient Greek leaders were</p>	<p>To know Maya cities were ruled by kings.</p> <p>To know the key dates of Christopher Columbus' exploration.</p> <p>To know what impact the arrival of Europeans had on the indigenous population (Maya).</p> <p>To know the impact the exploration of the Americas had on the western world.</p> <p>To know that a dictator is an individual who has total power over a country.</p> <p>To know that Winston Churchill was the British Prime</p>
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							To know the Shang Dynasty were ruled by kings.	democratically elected.	Minister during World War two. To know that Adolf Hitler was a German dictator and leader of the Nazi party in World War two. To know the causes of World War Two. To know the impact of World War two on life in Britain.
	Vocabulary	Leader Listen	Leader Rules Community	King and Queen Monarchy Invasion Environment	Explorer Expedition Doctrine of discovery	Pharoah Tribe Temple	Monarchy Kingdom Emperor Empire Invasion Boudicca	Empire Democracy Invasion Saga	Monarchy Explorer Indigenous Dictator
Settlements	Core Knowledge	To know we are part of our nursery and school community.	To know our school rules and why we need them.	To know the key features of castles. To know that castles were lived in by the rich and powerful.	To know what everyday life was like in London in 1666. To know how buildings were constructed in 1666.	To know people in the Stone Age did not have permanent settlements. To know that Stone Age settlements	To know some of the key features of Roman settlements. To know the Roman settlement of Wroxeter.	To know the key features of a Saxon settlement. To know the Viking gods and goddesses were called the Aesir.	To know that Maya homes were seen as a sanctuary. To know the key features of a Maya settlement.

				<p>To know that Windsor Castle and Buckingham Palace are the home of the monarch.</p>	<p>To know the key features of Captain Scott's ship.</p> <p>To know how the crew of Captain Scott's ship lived at base camp.</p>	<p>developed from caves to shelters and buildings.</p> <p>To know the religious beliefs of the ancient Egyptians.</p> <p>To know the different types of ancient Egyptian settlements.</p> <p>To know what living conditions were like in the industrial revolution.</p>	<p>To know how the Roman invasion changed Britain.</p> <p>To know that the Roman gods were called a pantheon.</p> <p>To know the key gods and goddesses of the Roman pantheon.</p> <p>To know how and why the Roman empire transitioned to Christianity.</p> <p>To know the different types of Tudor settlements.</p> <p>To know how Tudor buildings were constructed.</p> <p>To know the key features of a settlement under the</p>	<p>To know the key Viking gods and goddesses of the Aesir.</p> <p>To know that people can be moved against their will to a different country or location.</p> <p>To know the key features of a Greek settlement. (Athens and Sparta comparison).</p> <p>To know that the Greek gods and goddesses were called a pantheon.</p> <p>To know the key gods and goddesses of the Greek pantheon.</p> <p>To know the importance of Greece being a maritime nation for trade and power.</p>	<p>To know the religious beliefs of the Mayan civilisation.</p> <p>To know the different types of settlement in the UK during World War Two.</p> <p>To know the key dates and impact of the London Blitz.</p> <p>To know what an evacuee is and what their life was like.</p> <p>To know about Charles Darwin's early life.</p> <p>To know about Charles Darwin's exploration and discoveries</p>
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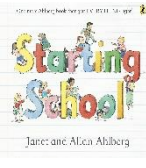
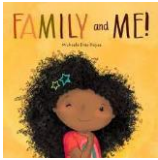





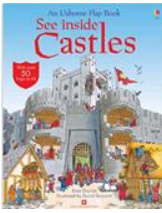

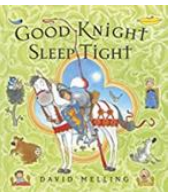
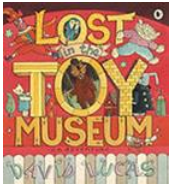


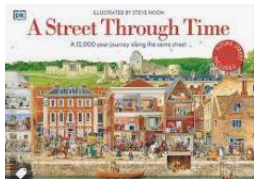



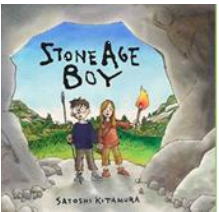
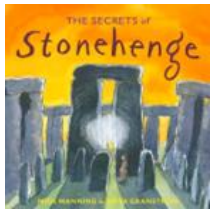
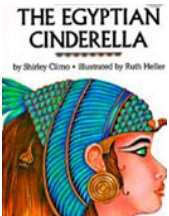


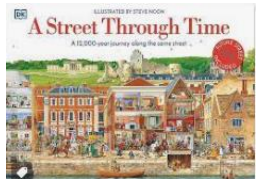
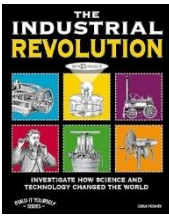
							Shang Dynasty. To know the burial rituals of the Shang Dynasty.		on-board HMS Beagle.
	Vocabulary	Community	Rules Respect	Castle Siege Invasion Moat Drawbridge Tower	Exploration Expedition Mast Engine Canvas Prow Timber Pitch Thatch	Migration Hunter gatherer Pyramid Temple Pantheon Statue	Pantheon Amphitheatre Colosseum Temple Statue Forum Market Castle Church	Hearth Thatched Aesir Acropolis Agora Theatron Temple Pantheon Maritime Trade	Pantheon Colonists Explorers Settlement Blitz Evacuee University Discovery
Crime and Punishment	Core Knowledge	To know that there is right and wrong.	To know that punishments are linked to doing something wrong.	To know that, in the medieval period, kings and queens made laws for people to live by. To know that if people didn't follow these rules they were punished. To know the punishments used during the medieval period.	To know that elected governments decided what was right and wrong. To know that the law had to be equal for everyone. To know that, making the law equal for everyone is the government's role.	To know that tribes in the Stone Age had no central laws or punishments. To know that each tribe would have its own rules that were spread by word of mouth. To know that word of mouth was vital for a Stone Age society to endure. To know the laws and	To know the roles of the Senate and Emperors in law making. To know the punishments of the Roman era including the difference between civil and military punishments. To know the Tudor monarchs used capital punishment including beheading,	To know how Vikings used their 'Thing' meeting ground to settle disputes. To know that the Anglo-Saxons used a system called the 'Tithing' to help keep law and order. To know that both the Anglo-Saxons and Vikings used 'social justice'.	To know that crimes in Maya homes had severe consequences. (Maya home – sanctuary) To know that the Mayas used capital punishments and ritual sacrifice. To know why Nuremburg trials took place and

						<p>punishments in Ancient Egypt.</p> <p>To know that all punishments were linked to the Egyptian religion.</p>	<p>hanging and burning.</p> <p>To know that Tudor monarchs used punishment to secure their rule.</p> <p>To know the five punishments used during the Shang Dynasty.</p>	<p>To know that the Victorians used courts and juries to determine guilt and punishment.</p> <p>To know that the Ancient Greeks had a 'jury of peers' that anyone could call to settle a dispute.</p> <p>To know the punishments of the gods in Greek mythology.</p>	<p>their purpose.</p> <p>To know what events led to the Geneva Convention.</p> <p>To know the impact of the Geneva Convention.</p>
	Vocabulary	Right and wrong	Punishment	Punishment Crime King and Queen Monarchy	Punishment Government Election Law Bias	Tribe Word of mouth Society Religion Ancient Vizier Slavery	Republic Senate Emperor Civil Military Capital punishment Treaty	Tithing Thing (Meeting ground) Courts Jury Mythology	Sanctuary Capital punishment Citizen Slave Trial War Crime
Communication and Invention	Core Knowledge	To know how we communicate.	<p>To know there are different types of communication.</p> <p>To know some of the ways people</p>	<p>To know that in the medieval period, they used paper, ink and messengers to communicate.</p> <p>To know that castle designs</p>	To know that the Great Fire of London led to the establishment of the first fire brigades.	<p>To know how the invention of fire changed life in the Stone Age.</p> <p>To know that cave paintings</p>	To know that the Romans invented a system of roads and how this helped them maintain their empire.	<p>To know the features of the Viking Longboat and why it was so effective.</p> <p>To know that Alexander</p>	To know the features and reasoning behind the Maya calendar.

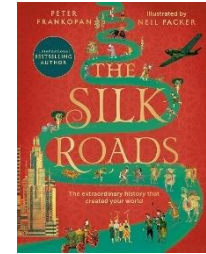
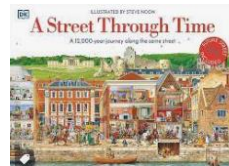
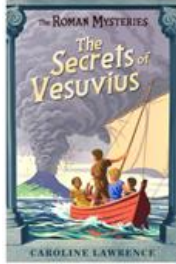
			<p>communicated in the past.</p> <p>To know that we communicate in different ways now.</p>	<p>changed over time.</p> <p>To know why castle design changed over time.</p> <p>To know that toy designs have changed over time.</p> <p>To know how and why toy design has changed over time.</p>	<p>To know that Captain Scott wrote letters and kept a diary to communicate during his expedition.</p> <p>To know that a new method of communication was developed for the Apollo 11 mission.</p> <p>To know the key features of the Apollo 11 mission suit.</p>	<p>were used to communicate in the Stone Age.</p> <p>To know that papyrus and hieroglyphics were used to communicate in Ancient Egypt.</p> <p>To know why the Ancient Egyptians used mummification and the process involved.</p> <p>To know that the Ancient Egyptians used the River Nile for communication and Irrigation.</p> <p>To know the Ancient Egyptians built pyramids and the sphinx.</p> <p>To know how the Ancient Egyptians used the pyramids and sphinx.</p> <p>To know that the Iron Bridge in Telford is the first of its kind.</p>	<p>To know the Roman road in Shrewsbury.</p> <p>To know the Romans used cement to build the Colosseum.</p> <p>To know amphitheatres were used for entertainment and punishment.</p> <p>To know the main inventions and technology that were used in the Roman army.</p> <p>To know that the portrait style of painting developed during the Tudor monarchy.</p> <p>To know that theatres were first built in the UK during the Tudor monarchy.</p>	<p>Graham Bell invented the telephone in the Victorian era.</p> <p>To know the impact on industry of the industrial revolution.</p> <p>To know the impact on leisure of the industrial revolution.</p> <p>To know that William Brookes created a modern Olympic game in Much Wenlock.</p> <p>To know features and cultural significance of the Ancient Greek Olympic Games.</p> <p>To know that the Greeks developed the basis for modern western theatre.</p>	<p>To know that the Mayas invented chocolate and its cultural status.</p> <p>To know that Charles Darwin wrote the 'Origin of the Species'.</p> <p>To know that Charles Darwin created the theory of evolution.</p> <p>To know the impact of Charles Darwin's theory of evolution on people's opinion.</p> <p>To know how radar helped win the 'Battle of Britain'.</p> <p>To know why the enigma codebreaker</p>
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						To know the key inventions of the industrial revolution such as the spinning wheel and steam engines.	To know the new foods being imported during the Tudor monarchy. To know the advancements in Bronze work of the Shang Dynasty (Weapons and piece mold casting).	To know the Greeks were governed by the first democracy in the world.	s were vital to the outcome of World War Two.
	Vocabulary	Present	New and old Past and present Communication Communicate Letters Telephone Text Email Facetime	Communication Invention Environment Charters	Telegram Fire brigade Insurance Lander Lunar module Command module	Fire Cave painting Papyrus Hieroglyphics Mummification Irrigation Sphinx Pyramid	Empire Landmark Cement Gladiator Gladius Testudo Portrait Theatre Import and export amphitheatre	Longboat Telephone Industrial Revolution Olympic Games Theatre Government Democracy	Invention Culture Evolution Theory Radar Enigma Codebreaker

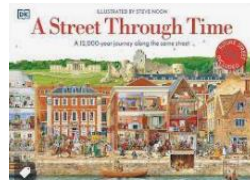
Curriculum Reading

	Autumn Term	Spring Term	Summer Term
EYFS	  	 	 
Year 1		  	 
Year 2	 		 
Year 3	 	  	 

Year 4



Year 5



Year 6

