

# Monksmoor Park History Curriculum



## Purpose:

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 will inspire pupils' curiosity to know more about the past. High-quality teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

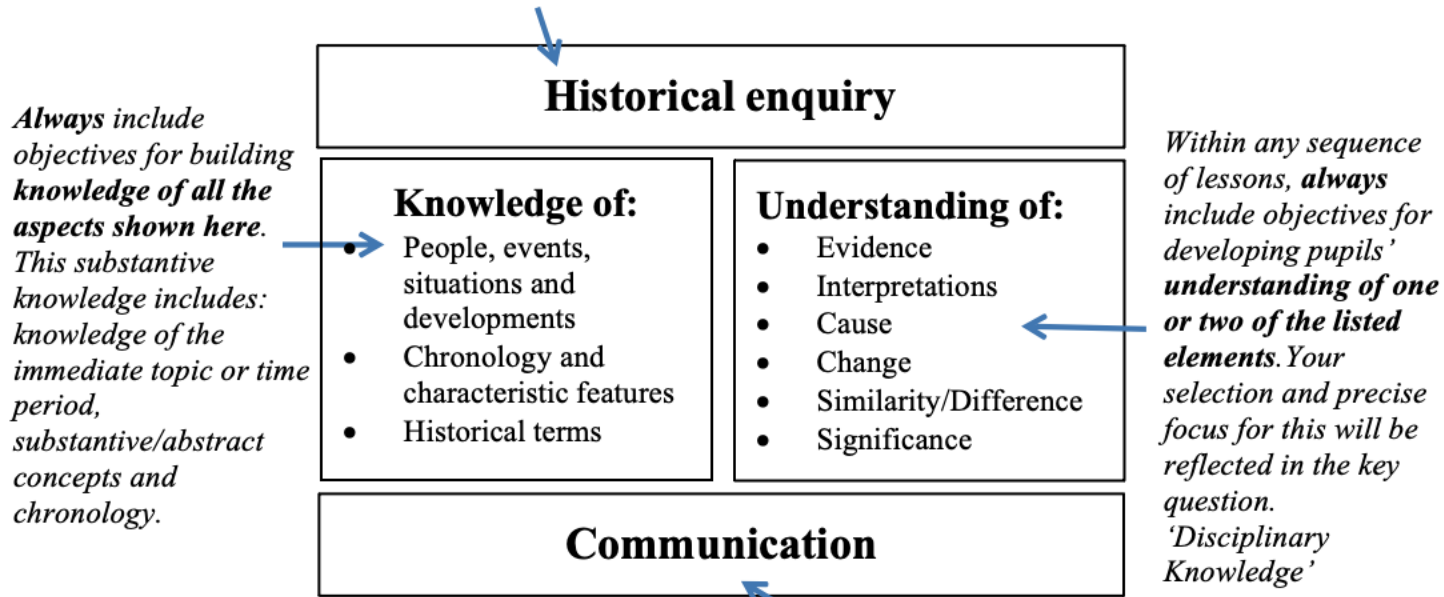
## Aims:

To ensure that all pupils:

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

The first three aims are primarily concerned with building knowledge. The next two are concerned with understanding the big ideas and processes of history. The last of the aims effectively sets out the overall goal of history education: we want pupils to gain an increasingly mature and informed historical perspective on their world. All the other aspects feed this one. This takes careful planning and will involve something like the "sandwich approach" shown below. As with all good sandwiches, the distinctions are lost and the full flavour emerges in the eating!

*Always* engage pupils in a valid historical enquiry or puzzling key question through which the learning grows incrementally over the sequence of lessons or project. *Sometimes* objectives will relate to pupils devising their own enquiry questions and ways of tackling them.



*Always* require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. *Sometimes* your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively to answer their big enquiry question.

The underlying principle of our curriculum is to be sensitive, honest, inclusive, never give up and exemplary learners who can step out into the world as rounded and caring world citizens, with transferable life skills, who can manage future life challenges. How the history curriculum develops these learning attributes (we call SHINE) is exemplified below:

Sensitive	Honest	Inclusive	Never give up	Exemplary
Children will show sensitivity when learning about history by recognising and respecting the experiences and perspectives of different people and cultures, particularly those affected by past injustices. They will also express empathy and compassion when discussing difficult or traumatic historical events, understanding the emotional impact these events may have had on individuals and communities.	Children will show honesty when learning about history by critically examining sources of information, acknowledging biases or gaps in their understanding, and being truthful about historical events even when they are uncomfortable or challenging. They will also demonstrate honesty by engaging in open discussions, asking probing questions, and seeking out multiple perspectives to gain a more complete understanding of the past.	Children will show inclusivity when learning about history by actively seeking out diverse narratives and perspectives that represent the experiences of different cultures, genders, and socio-economic backgrounds. They will engage in respectful dialogue with their peers, listening to and honouring perspectives that may differ from their own.	Children will show resilience when learning about history by persisting through challenging or emotionally difficult topics, such as wars, oppression, or social injustices, without becoming overwhelmed or discouraged. They will use historical knowledge to inspire positive action and change in their communities, demonstrating their ability to learn from the past and work towards a better future.	Children will show exemplary behaviour when learning about history by engaging deeply with historical sources and showing empathy and respect for diverse perspectives. They will actively participate in discussions, asking insightful questions, and critically analysing historical events and their implications. They can strive to apply lessons from history to their own lives, advocating for justice, equity, and understanding in their communities.

This document is designed to aid teachers in helping pupils to form a history schema within pupils' long-term memories. Our history Curriculum follows a simple model: **breadth of study, substantive knowledge, disciplinary knowledge, the enquiry approach.**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Unit 1:</b> What was life like at the time of Neil Armstrong? What were the significant achievements of Neil Armstrong?	<b>Unit 1:</b> What makes a person significant and why is Walter Tull a significant person?	<b>Unit 1:</b> <a href="#">How did Britain change from the Stone Age to the Iron Age?</a>	<b>Unit 1:</b> <a href="#">Why is Egypt known as one of the greatest civilizations?</a>	<b>Unit 1:</b> <a href="#">How have the Ancient Greeks influenced modern day life?</a>	<b>Unit 1:</b> <a href="#">What was it like for children in WW2?</a>
<b>Unit 2:</b> <a href="#">What were the causes and effects of the Great Fire of London?</a>	<b>Unit 2:</b> What happened in Daventry a long time ago?	<b>Unit 1:</b> <a href="#">How did the Roman invasion change life for the Britons?</a>	<b>Unit 2:</b> <a href="#">Raiders of settlers: How should we remember the Vikings?</a>	<b>Unit 2:</b> What happened at Nasby Battlefield?	<b>Unit 2:</b> What Is Maafa and how has it shaped the modern World?

<b>EYFS</b>	<p><b>ELG Understanding the World - People, Culture and Communities</b>          Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;          Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;          Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	
<p><b>Understanding of the World – statutory curriculum</b>          Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
<b>Autumn 1: Me and My School.</b>	<b>Autumn 2: Special Days and Celebrations.</b>	<b>Spring 1: Dinosaurs.</b>
Seasonal change - Autumn Exploring school and the school grounds Where do I live? How do I get to school?	Joining in with family customs and routines Showing interest in different occupations and ways of life Trip to Playtown	Look closely at similarities and differences, patterns and change when finding out about dinosaurs. Creating and playing with dinosaur lands Talk about different environments and how they are the same and different
Key vocabulary: season, year, month, week, day Weather, calendar, weather words (rainy, sunny, cloudy, warm, cold, foggy) Field, playground, hall, classroom, corridor, office Words to describe position eg next to, behind, a long way away Village, town, house, home , Langham	Key vocabulary: family, celebration, same, different, Job, names of different places where people might work eg office, farm, fire station, hospital	Key vocabulary: land, sea, volcano, cave, wood, space, museum, palaeontologist
<b>Spring 2: Our Amazing World.</b> <b>Focus on global citizenship – developing awe and wonder of the natural world</b>	<b>Summer 1: Minibeasts.</b>	<b>Summer 2: Julia Donaldson.</b>
Look at maps of local area, the UK, the World. Use jigsaw maps and globes. Start from places the children know, have visited, have relatives in etc use stories and the internet to look at different environments and types of place Seasonal change – Spring, looking at growth and how plants grow and change Look at Earth as a planet – What other planets are there? Know their own address	Talk about features of their own immediate environment and how environments might vary from each other. Look at where different minibeasts live and explain why. Life cycles of different minibeasts	Know about similarities and differences between the natural world around them and contrasting environments – use key stories such as The Gruffalo, Stickman , The Everywhere Bear and Jack and the FLum Flum tree to look at different environments, develop vocabulary and use maps of the key places in the story.  Seasonal change - Summer
Key vocabulary: map, globe, world, country, land, sea, travel, outer space, planet, solar system, astronaut Blossom, shoots, flower, petal, stem, root	Key vocabulary : Habitat, pond, tree, plant, underground Life cycle, egg, chrysalis,	Map, directions, positional language ,eg around the corner, nearby etc

<p><b>Year 1</b>  <i>Know that primary sources of evidence are used by historians to discover what life was like in past times. In this context, this means – artifacts, photos, dates and times of events.</i></p>		<p><b>Year 2</b>  <i>Know that primary sources of evidence are used by historians to discover what life was like in past times. In this context, this means – building timelines from reports, diaries, looking at pictures.</i></p>	
<p><b>Unit 1: What was like at the time of Neil Armstrong? What were the significant achievements of Neil Armstrong?</b></p>	<p><b>Unit 2: <a href="#">What were the causes and effects of the Great Fire of London?</a></b></p>	<p><b>Unit 1: What makes a person significant and why is Walter Tull a significant person?</b></p>	<p><b>Unit 2: What happened in Daventry a long time ago?</b></p>
<p><b>Changes within living memory</b></p> <p><b>Rationale:</b>  This is an introductory unit. All other key stage 1 and 2 units develop from this one, particularly those that focus on developing chronological understanding. Here the focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time.</p> <p>For the children to have an understanding that the world they live in today has been shaped by the achievements of others.</p> <p><b>Outcome:</b>  Children will know the concepts of ‘old’ and ‘new’, focussing on the theme of homes.  Children will be able to identify the significant achievements of others within the fields of science, explorations, etc, to appreciate the challenges that they faced and recognise the impact of their lives on others</p>	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p><b>Rationale:</b>  This unit builds on knowledge and understanding of events beyond living memory. It is an opportunity for children to discover elements of British history, the advances and impact on life later in history. The children will be able to use their knowledge to compare and contrast the reasons for and results of historical events, situations and changes.  This unit links an important event beyond living memory in British history, the Great Fire of London, with a famous person, Samuel Pepys. Children develop their sense of chronology and consider why the Great Fire happened; its results; and the different ways it is represented.</p> <p><b>Outcome:</b>  Children will have an understanding of the way that the city of London has changed over a period of time as a result of a key historical event.</p>	<p><b>Significant historical events, people and places in their own locality.</b></p> <p><b>Rationale:</b> This unit helps pupils develop an awareness of the past and the lives of significant individuals. His story allows children to explore how people’s actions can make a difference and encourages values such as fairness, resilience and courage. Learning about Walter Tull helps pupils compare life in the past with today, ask questions, and understand how individuals like him contributed to national and international achievements.</p> <p><b>Outcome:</b>  Children will start to understand history as being further back than their own experiences and something that has an impact on people and places.</p>	<p><b>Significant historical events, people and places in their own locality.</b></p> <p><b>Rationale:</b> For the children to understand the development and changes to their surroundings and how this has shaped their local area outside of their timeline.</p> <p><b>Outcome:</b>  Children will start to understand history as being further back than their own experiences and something that has an impact on people and places.</p>
<p><b>Year 3</b>  <i>Know that primary sources of evidence are used by historians to discover what life was like in past times. In this context, this means – artefacts, building timelines to look further back and knowing that we need to examine multiple sources to enable us to be able to make confident conclusions.</i></p>		<p><b>Year 4</b>  <i>Know that primary sources of evidence are used by historians to discover what life was like in past times. In this context, this means – artefacts, building timelines to look further back and knowing that we need to examine multiple sources to enable us to make confident conclusions and judge how trustworthy the evidence/source may be.</i></p>	
<p><b>Unit 1: <a href="#">How did Britain change from the Stone Age to the Iron Age?</a></b></p>	<p><b>Unit 2: <a href="#">How did the Roman invasion change life for the Britons?</a></b></p>	<p><b>Unit 1: <a href="#">Why is Egypt known as one of the greatest civilizations?</a></b></p>	<p><b>Unit 2: <a href="#">Raiders of settlers: How should we remember the Vikings?</a></b></p>
<p><b>Changes in Britain from the Stone Age to the Iron Age (Links to local history are made in each unit where appropriate.)</b></p> <p><b>Rationale:</b>  Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example, there is very little change in houses, house-building or settlement size until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p><b>Outcome:</b>  To understand the main features regarding the chronology, reasons</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p><b>Rationale:</b>  Chronologically, the Roman invasion and occupation of Britain followed on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain progressed. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy. It will also provide a great deal of comparison in later topics throughout Y4 and Y5.</p> <p><b>Outcome:</b>  For children to understand how the invasion by the Roman Empire affected the cultural and religious development of Britain.</p>	<p><b>The Achievements of the earliest civilisations Focus: Egypt</b></p> <p><b>Rationale:</b>  This unit on Ancient Egypt offers pupils the chance to look at another civilisation very different from their own. Pupils will be introduced to the key features of Ancient Egyptian civilisation through the beliefs and attitudes of these ancient people. Pupils should examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians.</p> <p><b>Outcome:</b>  To place the Ancient Egyptian era on a timeline, alongside other known (previously taught) periods. To understand and appreciate how every aspect of Egyptian culture was informed by their stories about the creation of the world and the sustaining of that world by Gods, including the process of mummification, the building of pyramids and temples and the festivals they</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p><b>Rationale:</b>  In this unit, children are introduced to the idea that people from other societies have been coming to Britain for a long time. Children find out how Viking influence spread through different parts of the world and how, over a period of years, the Vikings eventually settled in Britain. Children will develop their understanding of chronology, describe and identify reasons for and result of historical events, situations and changes and consider different ways the past has been interpreted.</p> <p><b>Outcome:</b> Children will understand how, after the Romans left Britain, other societies invaded and settled in Britain. They will learn about the societies that invaded Britain and how they contributed to the culture, beliefs and ways of life in Britain.</p>

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Year 5 <i>Know that primary sources of evidence are used by historians to discover what life was like in past times. In this context, this means – artefacts, building timelines to look further back and knowing that we need to examine multiple sources to enable us to make confident conclusions that can stand up to being questioned and scrutinised.</i>		Year 6 <i>Know that primary sources of evidence are used by historians to discover what life was like in past times. In this context, this means – looking at artefacts, building timelines to look further back and knowing that we need to examine multiple sources to enable us to make confident conclusions and explain why there may be gaps in our timelines.</i>	
<b>Unit 2: <a href="#">How have the Ancient Greeks influenced modern day life?</a></b>	<b>Unit 2: What happened at Nasby Battlefield?</b>	<b>Unit 1: <a href="#">What was it like for children in WW2?</a></b>	<b>Unit 2: What was MAAFA, and how has it shaped the modern world?</b>
<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>Rationale:</b> The aim of the first part of this unit is to establish in children’s minds who the Ancient Greeks were, and most importantly, where they fit in relation to the other periods and societies they have studied. It encourages them to use a range of artefacts and other archaeological evidence to find about the life and achievements of the Ancient Greeks. The second part of the scheme looks at the continuing legacy of Ancient Greece and the children explore its influence on education, language, architecture, government and the Olympic Games. In addition to knowing about Ancient Greece pupils should develop an increased confidence and competence in some of the skills and concepts for history. The accessible and engaging nature of many of the historical sources from the period such as artefacts, myths and legends mean that it is possible to set up historical enquiries that allow pupils to explore aspects of Ancient Greek history independently.</p> <p><b>Outcome:</b> To know major legacies of Ancient Greece, including a government based on democracy, their art, culture, sports, Science and technology and how they have influenced our understanding of the world today</p>	<p><b>A local history study – Nasby Battlefield</b></p> <p><b>Rationale:</b> In this unit is to establish in children’s minds who the Ancient Greeks were, and most importantly, where they fit in relation to the other periods and societies they have studied. It encourages them to use a range of artefacts and other archaeological evidence to find about the life and achievements of the Ancient Greeks. It looks at the continuing legacy of Ancient Greece and the children explore its influence on education, language, architecture, government and the Olympic Games. In addition to knowing about Ancient Greece pupils should develop an increased confidence and competence in some of the skills and concepts for history. The accessible and engaging nature of many of the historical sources from the period such as artefacts, myths and legends mean that it is possible to set up historical enquiries that allow pupils to explore aspects of Ancient Greek history independently.</p> <p><b>Outcomes:</b> Pupils will learn about the Battle of Naseby, including its key events, the leaders involved, and how this significant 1645 battle influenced the outcome of the English Civil War, leading to a shift in power from King Charles I to Parliament.</p>	<p><b>An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (A significant turning point in British history or a change in an aspect of social history)</b></p> <p><b>Rationale:</b> In this unit children find out about the effects of the Second World War on children in their local area and nationally. There are also opportunities to consider the effects of war on children today. Children use a range of sources, including the recollections of people alive at the time. They consider the reasons for and results of key aspects of the war.</p> <p><b>Outcome:</b> Pupils have an understanding of recent history and this unit takes a step back beyond their own and their parents lives. Pupils will be able to relate to children evacuated during the war and the effect on children in the local area. They will be able to gain first-hand knowledge from grandparents and great grandparents as well as primary sources of evidence from the local area.</p>	<p><b>Significant historical events, people and places that extends pupils’ chronological knowledge beyond 1066 (A significant turning point in British history or a change in an aspect of social history)</b></p> <p><b>Rationale:</b> This unit teaches the children about Africa past and present and the development of the slave trade. It also explores Britain’s role in the transatlantic slave trade and the causes and consequences of enslavement for enslaved people. The children will discover how the people of Britain benefited from the money and goods produced by the slave trade and will learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa. They will explore the lives and actions of black people in 20th century Britain and will understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination. Finally, they will understand the Equality Act 2010 provides people with protection against racism and other forms of discrimination today and will explore the lives of black people who have made significant contributions to Britain.</p> <p><b>Outcome:</b> By the end of this unit, students will understand the significance of MAAFA, recognizing Africa’s rich history before the transatlantic slave trade and the devastating impact of enslavement on individuals and societies. They will explore the experiences of enslaved people, acts of resistance, and the role of abolitionists in ending the trade. Through critical discussion and creative expression, students will reflect on the lasting legacy of slavery and the importance of remembrance in shaping a more just and informed society</p>

Year 1 - What was life like at the time of Neil Armstrong? What were the significant achievements of Neil Armstrong?				
<b>Context:</b> This is an introductory unit. All other key stage 1 and 2 units develop from this one, particularly those that focus on developing chronological understanding. Here the focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. Beginning with ‘Changes in Living Memory’, children will be introduced to the concept of history within the context of their own lives and individuals known to them.				
Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment

## Monksmoor Park History Curriculum

<p>Children will have had:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their role in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their own 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> <p>Previous key historical skills:</p> <ul style="list-style-type: none"> <li>Comparing old and new items</li> <li>An awareness of the past, using common words and phrases relating to the passing of time</li> <li>Recognising historical change and developing an idea of chronology</li> </ul>	<ul style="list-style-type: none"> <li>Who was Neil Armstrong?</li> <li>What do the significant events of Neil Armstrong look like on a time line?</li> <li>Where does the moon landing fit in with a timeline of space travel?</li> <li>What were homes like in the 1950? How did people go shopping?</li> <li>What was travel and entertainment like in the 1950s?</li> </ul>	<ul style="list-style-type: none"> <li>'Old' means a long time ago.</li> <li>'New' means within recent memory (their own).</li> <li>An artefact is an object of historical interest.</li> <li>'Modern' refers to something recent rather than from the past.</li> <li>Old artefacts can be identified by the material they are made from, signs of wear, possibly the design etc.</li> <li>Modern items might use batteries and be made from plastic.</li> <li>A timeline shows the order of events in time.</li> <li>Know how to order events from oldest to newest on a timeline.</li> </ul>	<p>modern, past, present, old, new, artefact</p> <hr/> <p style="text-align: center;">Texts</p>	<p><b>Disciplinary questions:</b> How do we know about the past? In what ways is life in the past the same as now? In what ways are life in the past different from now?</p> <p>Children to experience a museum with home items from the past. How do we know the items are old? How do they compare to more modern items?</p>
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<b>Year 1 - What were the causes and effects of the Great Fire of London?</b>				
<p>Context: This unit builds on knowledge and understanding of events beyond living memory. It is an opportunity for children to discover elements of British history, the advances and impact on life later in history. The children will be able to use their knowledge to compare and contrast the reasons for and results of historical events, situations and changes.</p>				
Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
<p>It is helpful if the children have:</p> <ul style="list-style-type: none"> <li>experience of recalling stories about the past</li> <li>sequenced events on a timeline</li> <li>used everyday words relating to</li> </ul>	<ul style="list-style-type: none"> <li>What happened in the Great Fire of London?</li> <li>Where and when did the Great Fire begin?</li> </ul>	<ul style="list-style-type: none"> <li>Know the fire started in 1666 at Thomas Farriner's Bakery on Pudding Lane in London.</li> <li>Know the fire lasted for 5 days.</li> </ul>	<p>Bakery, Pudding Lane, Thomas Farriner, Fire hooks, Samuel Pepys, monument.</p> <hr/> <p style="text-align: center;">Texts</p>	<p><b>Disciplinary questions:</b> 1: How do we know the fire actually happened? 2: Why did the fire spread so much?</p>

## Monksmoor Park History Curriculum

<p>the passing of time</p> <ul style="list-style-type: none"> <li>used pictures to find out about the past</li> </ul> <p>Previous historical skills:</p> <ul style="list-style-type: none"> <li>comparing old and new items</li> <li>an awareness of the past, using common words and phrases relating to the passing of time</li> <li>recognising historical change and developing an idea of chronology</li> </ul>	<ul style="list-style-type: none"> <li>Why did the fire spread so far and stay alight for so long?</li> <li>How did London Improve because of the Great Fire of London?</li> <li>How do we know what happened in the Great Fire?</li> </ul>	<ul style="list-style-type: none"> <li>Know that the fire spread so far because the houses were timber-framed and built very closely together.</li> <li>Know that after the fire an organised fire brigade and fire engines were established.</li> <li>Know that London was rebuilt with houses mainly made of stone and brick.</li> <li>Know that people wrote about the fire in letters, newspapers and that Samuel Pepys wrote about it in his diary.</li> <li>Know that artefacts were found including the hooks and buckets that help to tell us about like in the time.</li> </ul>		<p>3: What changed to stop fires like this happening again?</p> <p><b>Make a video news report</b> – give children the key vocabulary and the 3 disciplinary questions. Explain that they need to plan a video news report. They will need to use the key vocabulary – the children may decide that they need to give definitions of these when they use them in their report to support the audience understanding. They will also need to answer each of the three questions – this may be done through and interview with a historian etc. Encourage the children to use resources from the lesson to support them with their responses e.g. examples of artists work, extracts of Samuel Pepys diary etc.</p>
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**Year 2 – What makes a person significant and why is Walter Tull a significant person?**

Context: This unit builds on knowledge and understanding of events beyond living memory and the Yea 1 topic of Neil Armstrong being a significant person. It is an opportunity for children to discover elements of local British history, the advances and impact on life later in history. The children will be able to use their knowledge to compare and contrast the reasons for and results of historical events, situations and changes.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
<p>It is helpful if the children have:</p> <ul style="list-style-type: none"> <li>experience of recalling events within living memory.</li> <li>sequenced events on a timeline</li> <li>used everyday words relating to</li> <li>the passing of time</li> <li>used pictures to find out about the past</li> </ul> <p><b>Previous historical skills:</b></p> <ul style="list-style-type: none"> <li>comparing old and new items</li> <li>an awareness of the past, using</li> <li>common words and phrases</li> <li>relating to the passing of time</li> <li>recognising historical change and developing an idea of chronology</li> </ul>	<ul style="list-style-type: none"> <li>What makes a person significant?</li> <li>Are some people more significant than others?</li> <li>How can we sort/group historical information?</li> <li>What is the difference between fact and opinion?</li> <li>Who was Walter Tull and when did he live?</li> <li>Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?</li> <li>Can we order chronologically the significant people's events?</li> </ul>	<ul style="list-style-type: none"> <li>Dawson's model is a historical model that can be used to decide if a person is historically significant or not</li> <li>Someone is significant if they can meet most or all of the statements on Dawson's Model.</li> <li>A monarch is a king or queen who rules a kingdom.</li> <li>An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.</li> <li>An explorer is a person who travels to places to find out what is there.</li> <li>A scientist is a person who discovers or invents new things</li> <li>Walter Tull lived between 1888 and 1918</li> <li>Walter Tull was one of the first mixed-race professional footballers</li> <li>He was also the first English black officer to lead white soldiers in WWI</li> <li>Football kit and equipment has evolved from 1910 to today.</li> </ul>	<p>Significant, Diamond ranking, Fact , Opinion monarch, activist, explorer, scientist, fact, opinion</p> <hr/> <p><b>Texts</b></p> <p>Walter Tull's Scrapbook, by Michaela Morgan</p> <p>Neil Armstrong:  <a href="https://www.bbc.co.uk/bitesize/articles/z4w3mfr">https://www.bbc.co.uk/bitesize/articles/z4w3mfr</a></p> <p>Emmeline Pankhurst:  <a href="https://www.bbc.co.uk/bitesize/articles/zh7kdxs#zxy2m39">https://www.bbc.co.uk/bitesize/articles/zh7kdxs#zxy2m39</a></p> <p>Henry VIII:  <a href="https://www.bbc.co.uk/bitesize/articles/zv2bmfr">https://www.bbc.co.uk/bitesize/articles/zv2bmfr</a></p> <p>Joseph Lister:  <a href="#">Link</a></p> <p>Walter Tull:  <a href="https://www.bbc.co.uk/bitesize/articles/zbgxbd#zk4ccmn">https://www.bbc.co.uk/bitesize/articles/zbgxbd#zk4ccmn</a></p>	<p><b>Disciplinary questions:</b></p> <p>Why would we describe Walter Tull as a significant person?            Why do we remember Walter Tull today?            What made Walter Tull a special or important person in history?            How do we know what happened in Walter Tull's life?            What can pictures or old documents tell us about Walter Tull?            How were Walter Tull's experiences different from people's lives today?</p>

**Year 2 - What happened in Daventry a long time ago?**

**Context:** Throughout the topic the focus is on developing pupils' grasp of the key concept of change and continuity. What changed most? It builds on the knowledge secured in units of work focusing on previous periods of history that have been studied.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
<p>Children will have:</p> <ul style="list-style-type: none"> <li>Learnt about past and present.</li> <li>Knowledge of where Daventry is located.</li> <li>An understanding of a great fire and its impact.</li> </ul> <p>Previous Historical skill:</p> <ul style="list-style-type: none"> <li>Use artefacts and pictures as sources of information.</li> <li>Determine a scale to use when ordering events in a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>When was Daventry built?</li> <li>When did Daventry become a market town?</li> <li>What happened during the Great Fire of Daventry</li> <li>Why was Daventry canal important?</li> <li>Why was Daventry Castle built?</li> </ul>	<ul style="list-style-type: none"> <li>Know when Daventry was built thousands of years ago. 920AD</li> <li>Know that many years ago, people would travel to Daventry to sell and trade goods at a market.</li> <li>Know that the Great Fire of Daventry, happened in 1741.</li> <li>Know the Daventry Canal was built in the early 1800s to help transport goods like coal and food.</li> <li>To know that Daventry Castle was built a long time ago, around 900 years ago in 1066.</li> </ul>	<p>Daventry, past, canal, trade, moat, market</p> <hr/> <p><b>Texts</b></p>	<p><b>Disciplinary Questions:</b></p> <p>1: What caused the great fire of Daventry?</p> <p>2. Why was the Daventry castle built?</p>

**Year 3 - How did Britain change from the Stone Age to the Iron Age?**

**Context:** throughout the topic the focus is on developing pupils' grasp of the key concept of change and continuity. What changed most? It builds on the knowledge secured in units of work focusing on previous periods of history that have been studied.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
<p>Children will have:</p> <ul style="list-style-type: none"> <li>Learnt about the way of life of people from different cultures who lived in the distant past.</li> <li>Considered some of the attitudes and values of people living in the distant past, their motives and the results of their actions.</li> <li>Used artefacts and pictures as sources of information.</li> </ul> <p>Previous key historical skills:</p> <ul style="list-style-type: none"> <li>Determined a scale to use when ordering events on a timeline and calculated intervals and duration.</li> <li>Explored sources of evidence appropriate to the period being studied.</li> <li>Identified differences and made comparisons when looking at different accounts of the same events.</li> </ul>	<ul style="list-style-type: none"> <li>Was the Stone Age man simply a hunter and gatherer, concerned only with survival?</li> <li>How different was life in the Stone Age when man started to farm?</li> <li>Where did the Iron Age Britons live and why?</li> <li>How important was farming to the Iron Age tribes?</li> <li>How did Britain change from the Stone Age to the Iron Age?</li> </ul>	<ul style="list-style-type: none"> <li>Know that the earliest settlers were hunter-gatherers and moved around.</li> <li>Know that hunter and gatherers were living alongside early farmers about 5,000 years ago.</li> <li>Know that early farmers tamed wild animals and grew crops, including wheat.</li> <li>Know that hill forts provide a military advantage point – built for defence from warring tribes.</li> <li>Know that many people lived inside the hill fort and worked together.</li> <li>Know that farming became more efficient during the Iron Age due to more durable iron tools.</li> <li>Know that tribes began to trade crops with other tribes.</li> </ul>	<p>agriculture, hunter gatherer, settlement, hill fort, trade, tribes, nomadic</p> <hr/> <p style="text-align: center;"><b>Texts</b></p> <p>Stone-Age Non-Fiction: Live Like a Hunter Gatherer: Discovering the Secrets of the Stone Age</p> <p>Iron-Age Fiction: The Boy with the Bronze Axe by Kathleen Filder</p>	<p><b>Disciplinary Questions:</b></p> <ol style="list-style-type: none"> <li>How have historians found out about the Stone Age and Iron Age?</li> <li>How did Britain change from Stone Age to Iron Age?</li> <li>Why did life change in this way?</li> </ol>

**Year 3 - [How did the Roman invasion change life for the Britons?](#)**

**Context:** This unit links to the idea that people from other societies have been coming to settle in Britain for a long time. They consider the effects of the invasion and settlement of the Romans on Britain

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment												
<p>It is helpful if the children have:</p> <ul style="list-style-type: none"> <li>learnt about the way of life of people living at a time beyond living memory</li> <li>asked and answered questions and made inferences from artefacts</li> <li>considered the different ways in which the past is represented, <i>eg pictures, buildings, stories, eye-witness accounts</i></li> <li>listened to stories of past events</li> </ul> <p>Previous key historical skills:</p> <ul style="list-style-type: none"> <li>analyse maps, diaries, writing or paintings for clues about the past</li> <li>read and create timelines</li> </ul>	<ul style="list-style-type: none"> <li>Why did the Romans invade Britain?</li> <li>Why was the Roman army so successful?</li> <li>How did Celtic people live?</li> <li>Did the native Britons welcome or resist the Romans?</li> <li>What did Boudicca look like?</li> <li>How did the Roman invasion change life for the Britons?</li> </ul>	<ul style="list-style-type: none"> <li>Know the Romans attempted to invade twice (55 and 54 BC) before they were successful on their third attempt (43 AD).</li> <li>Know the Romans wanted to control the minerals and exports from this country.</li> <li>Know the Roman Army was successful in building up the Roman Empire because of the disciplined, well-trained army.</li> <li>The Roman army were well organised and employed new tactics.</li> <li>The Celts were the people originally living in England and Scotland when the Romans arrived.</li> <li>The villages and settlements made by the Celts were small and simple.</li> <li>When the Romans settled in Britain, settlements changed with the development of towns.</li> <li>Know that Britain was made up of a multitude of tribes each with their own leader and many resisted.</li> <li>The Iceni tribe were based in Norfolk and Boudicca was married to the king.</li> <li>Corieltavi was the name of the tribe in the East Midlands who put up no resistance to the Romans.</li> <li>Know that Boudicca led the revolt against the Romans in AD60.</li> <li>Know that there are sources about Boudicca that contradict each other.</li> </ul>	<p>Invasion, settlement, Boudicca, villa, legionary, Celts</p> <hr/> <p style="text-align: center;"><b>Texts</b></p> <p>Roman Britain by Susan Harrison</p> <p>Explore Romans by Jane Bingham</p> <p>Empire's End: A Roman Story</p>	<p>Disciplinary Questions</p> <ul style="list-style-type: none"> <li>Why did the Romans invade Britain?</li> <li>How Britain change after the invasion?</li> <li>How should we remember Boudicca – villain or hero?</li> </ul> <p>Substantive Knowledge</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <caption>How did the Roman invasion change life for the Britons?</caption> <tbody> <tr><td>Invasion</td><td></td></tr> <tr><td>Settlement</td><td></td></tr> <tr><td>Boudicca</td><td></td></tr> <tr><td>legionary</td><td></td></tr> <tr><td>Celts</td><td></td></tr> <tr><td>villa</td><td></td></tr> </tbody> </table>	Invasion		Settlement		Boudicca		legionary		Celts		villa	
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### Year 4 - [Why is Egypt known as one of the greatest civilizations?](#)

**Context:** This unit on Ancient Egypt offers pupils the chance to look at another civilisation very different from their own. Students can be introduced to the key features of Ancient Egyptian civilisation through the beliefs and attitudes of these ancient people. Students should examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
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## Monksmoor Park History Curriculum

<p>Children will have:</p> <ul style="list-style-type: none"> <li>Learnt about historical eras within British history and explored eras within a worldwide context.</li> <li>Described the way of life of those living within different periods, including society and beliefs and explored similarities and differences.</li> <li>Considered the different ways in which the past is represented, eg pictures, buildings, stories, eyewitness accounts and evaluated their usefulness.</li> </ul> <p>Previous key historical skills:</p> <ul style="list-style-type: none"> <li>Begun to develop their understanding of concurrence within chronology.</li> <li>Understood the difference between primary and secondary sources of information.</li> <li>Provided accounts of historical events based on more than one source</li> </ul>	<ul style="list-style-type: none"> <li>When did the Ancient Egyptians exist?</li> <li>Why is the River Nile so important?</li> <li>What was it like in the Egyptian society?</li> <li>What did the Ancient Egyptians believe in?</li> <li>Why was death so important to the Ancient Egyptians?</li> <li>Why is Egypt known as one of the greatest civilizations?</li> </ul>	<ul style="list-style-type: none"> <li>Where Egypt is on a World map, it's surrounding countries and significant landmarks (Med Sea, Nile, Cairo, Saudi Arabia, Jordan, Israel)</li> <li>where Ancient Egypt era is placed on a timeline and compare this to other significant historical times they have visited</li> <li>Egypt was built around the banks of the River Nile.</li> <li>Egyptian engineers were responsible for inventing machines to help with irrigation, such as ploughs, shaduf.</li> <li>Ancient Egyptian society was hierarchical</li> <li>The head of government, and ruler of religion, was the king</li> <li>As series of rulers sharing a common origin is known as a dynasty.</li> <li>Ancient Egypt was a polytheistic society believing in 2000+ gods.</li> <li>The Egyptians constructed great temples and statues to honour their gods</li> <li>Every aspect of life in ancient Egypt was informed by and explained through the gods.</li> <li>Ancient Egyptians preserved and prepared the body for life after death</li> <li>Pharaohs were considered, by the people, to be half god and half man.</li> <li>Pyramids (old kingdom) and Tombs (middle kingdom onwards) were built to ensure the survival of souls after death and as a place to store the riches that would be needed in the afterlife.</li> </ul>	<p>Civilisation, pharaoh, fertile, scribe, hieroglyphics, dynasty, hierarchy, Polytheistic, afterlife</p> <hr/> <p style="text-align: center;"><b>Texts</b></p> <p>Secrets of a Sun King by Emma Carroll</p> <p>Egyptology by Dugald Steer - Complexity of narrator</p>	<p><b>Disciplinary questions:</b></p> <p>1: Was life the same for everybody in Ancient Egypt?                  2: What does the evidence tell us about Ancient Egypt?                  3: How has Ancient Egypt impacted our modern lives today?</p> <p>Children are to become tour guides for an Ancient Egypt exhibit at the British Museum. They need to write down a script as they take their group around different parts of the exhibit.</p> <p><b>SEND adaptations:</b> children to be paired with a more fluent writer to scribe the script using their ideas.</p>
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### Year 4 - Raiders of settlers: How should we remember the Vikings?

**Context:** In this unit, children are introduced to the idea that people from other societies have been coming to Britain for a long time. Children find out how Viking influence spread through different parts of the world and how, over a period of years, the Vikings eventually settled in Britain. Children will develop their understanding of chronology, describe and identify reasons for and result of historical events, situations and changes and consider different ways the past has been interpreted.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
<p>Children will have had:</p> <ul style="list-style-type: none"> <li>learnt about the way of life of people living at a time beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Who invaded and settled in Britain a long time ago?</li> </ul>	<ul style="list-style-type: none"> <li>Vikings came from Scandinavia (Norway, Sweden and Denmark) and were also called Norsemen</li> </ul>	<p>Invasion, settlement, raid, longboats, Lindisfarne, Monastery</p>	<p><b>Key vocabulary:</b> Invasion, settlement, raid, longboats, Lindisfarne, Monastery</p> <p>Disciplinary questions:</p>

## Monksmoor Park History Curriculum

<p>asked and answered questions and made inferences from artefacts</p> <ul style="list-style-type: none"> <li>considered the different ways in which the past is represented, eg pictures, buildings, stories, eyewitness accounts</li> <li>listened to stories of past events</li> </ul> <p>Previous key historical skills</p> <ul style="list-style-type: none"> <li>Comparing old and new items</li> <li>An awareness of the past, using common words and phrases relating to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Why did the Vikings travel from their homelands and where did they go?</li> <li>How did the Vikings travel so far from their homelands?</li> <li>When did the Vikings come to Britain to raid and to stay?</li> <li>Why are monasteries good places to raid?</li> <li>Raiders or settlers: how should we remember the Vikings?</li> </ul>	<ul style="list-style-type: none"> <li>Viking invasion began in AD793</li> <li>Know the difference between invade and settle</li> <li>Know it was hard to grow crops in their homelands. Britain and Europe had plenty of good farmland, so the Vikings tried to claim them.</li> <li>Know that Vikings arrived at Britain in longboats.</li> <li>Know the Vikings raided from 787AD and settled in Britain from 866AD</li> <li>Know that accounts of Viking raids are Anglo-Saxon interpretations of the events</li> <li>Know about the monastic way of life in Anglo-Saxon times</li> <li>Know that Monasteries were wealthy and had lots of gold and were unguarded and easy targets</li> </ul>	<p style="text-align: center;"><b>Texts</b></p> <p>1000 Year old Boy by Ross Welford</p>	<p>1: What were the motives of the Viking invasions?          2: Why is it difficult to get a fair view of the Viking invasions?          3: How should we remember Vikings, as raiders or settlers?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center; font-size: small;">Readers as writers - how should we remember the Vikings?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%; font-size: x-small;">Invasion</td><td></td></tr> <tr><td style="font-size: x-small;">Settlement</td><td></td></tr> <tr><td style="font-size: x-small;">Raid</td><td></td></tr> <tr><td style="font-size: x-small;">Englands</td><td></td></tr> <tr><td style="font-size: x-small;">Landscape</td><td></td></tr> <tr><td style="font-size: x-small;">Monastery</td><td></td></tr> </table> <p style="font-size: x-small;">What were the motives of the Viking invasions?</p> <p style="font-size: x-small;">Why is it difficult to get a fair view of the Viking invasions?</p> <p style="font-size: x-small;">How should we remember the Vikings as raiders or settlers?</p> </div>	Invasion		Settlement		Raid		Englands		Landscape		Monastery	
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**Year 5 - How have the Ancient Greeks influenced modern day life?**

Context: this unit is to establish in children's minds who the Ancient Greeks were, and most importantly, where they fit in relation to the other periods and societies they have studied. It encourages them to use a range of artefacts and other archaeological evidence to find about the life and achievements of the Ancient Greeks. It looks at the continuing legacy of Ancient Greece and the children explore its influence on education, language, architecture, government and the Olympic Games. In addition to knowing about Ancient Greece pupils should develop an increased confidence and competence in some of the skills and concepts for history. The accessible and engaging nature of many the historical sources from the period such as artefacts, myths and legends mean that it is possible to set up historical enquiries that allow pupils to explore aspects of Ancient Greek history independently.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
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## Monksmoor Park History Curriculum

<p>Children have:</p> <ul style="list-style-type: none"> <li>Learnt about ancient civilisations previously – Ancient Egypt</li> <li>Learnt about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Had the opportunity to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul> <p>Previous key historical skills</p> <ul style="list-style-type: none"> <li>Investigated similarities and differences between events and periods in past and present</li> <li>Recognising historical change and understanding of chronology</li> </ul>	<ul style="list-style-type: none"> <li>Who were the Ancient Greeks and when did they live?</li> <li>Why do we have the Greeks to thank for the Olympic Games?</li> <li>Why should we thank the Ancient Greeks for democracy?</li> <li>What do artefacts tell us about life in Ancient Greece?</li> <li>What can we learn from Greek myths and legends?</li> <li>How have the Ancient Greeks influenced modern day life?</li> </ul>	<ul style="list-style-type: none"> <li>Greece is a country in Europe</li> <li>About <b>2,500 years ago</b>, Greece was one of the most important places in the ancient world.</li> <li>Sparta and Athens were two cities in Ancient Greece with different rules, laws and ways of life.</li> <li>Greeks believed that gods and goddesses ruled and watched over everything.</li> <li>The Olympic games were created in Ancient Greek times.</li> <li>The Olympic games were originally a religious festival – to honour Zeus (King of the Gods)</li> <li>The games occurred every 4 years.</li> <li>The first democracies were in ancient Greece – Athens.</li> <li>Women, children, and slaves could not vote. Men could vote but only if they were born and raised in Greece.</li> <li>Artefacts gathered from historical periods can provide us with primary evidence about how these people carried out daily life.</li> <li>Greek artefacts can tell us when certain things were created or designed and how this might exist in our world still – in ideas or physically.</li> <li>Greek myths and legends were stories about Greek gods, passed down over generations.</li> <li>Greek myths often feature heroic battles and terrible creatures, and taught the importance of bravery, intelligence, and right and wrong.</li> </ul>	<p>Sparta, Athens, Olympic Games, Democracy, Artefact, Myth(ology),</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="text-align: center;">Texts</th> </tr> <tr> <td>Percy Jackson and the Lightning Thief – Rick Riordan</td> </tr> </table>	Texts	Percy Jackson and the Lightning Thief – Rick Riordan										
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<p>How have the Ancient Greeks influenced modern day life?</p> <p><u>Definitions quiz – How can you link these words to our unit?</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%;"><b>Athens</b></td> <td></td> </tr> <tr> <td><b>Sparta</b></td> <td></td> </tr> <tr> <td><b>Olympic Games</b></td> <td></td> </tr> <tr> <td><b>Democracy</b></td> <td></td> </tr> <tr> <td><b>Artefact</b></td> <td></td> </tr> <tr> <td><b>Myth(ology)</b></td> <td></td> </tr> </table> <p>End of unit disciplinary questions:</p> <ul style="list-style-type: none"> <li>In what ways have attitudes towards women changed since the Ancient Greek times?</li> <li>What has been the impact of investigating Greek artefacts?</li> <li>How has modern day life benefitted from the Ancient Greek period?</li> </ul> <p>SEND – can the children have these responses recorded or scribed?</p> <p>Is there an opportunity for children to brain dump any knowledge they think they have gained as part of this unit as part of the end of unit task?</p> <p><b>A way to celebrate: Greek Day – using our learning to inspire the creation of an ‘Ancient Greek Day’ – this could include the opportunity to ‘talk like an expert’ during the exhibition to parents.</b></p>				<b>Athens</b>		<b>Sparta</b>		<b>Olympic Games</b>		<b>Democracy</b>		<b>Artefact</b>		<b>Myth(ology)</b>	
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<p><b>Year 5- What happened at Naseby Battlefield?</b></p> <p><u>Context:</u> This unit on the Battle of Naseby offers pupils the opportunity to undertake a local history study. Pupils will investigate a significant historical event that took place in their locality, developing their understanding of its impact on both local and national history. Through the study of the English Civil War and the decisive Battle of Naseby, students will explore the causes and consequences of the conflict, considering how it shaped the development of parliamentary democracy in Britain. This unit will enable pupils to understand how historical events have influenced their local area and encourage them to consider the wider implications of Britain’s past on the present day</p>				
<b>Prior Learning</b>	<b>Sequence of lessons</b>	<b>Knowledge</b>	<b>Key vocabulary</b>	<b>Assessment</b>

<p>Children have learnt - Learnt about historical eras within British history</p> <ul style="list-style-type: none"> <li>Considered the different ways in which the past is represented, eg pictures, buildings, stories, eyewitness accounts and evaluated their usefulness.</li> </ul> <p>Previous key historical skills</p> <ul style="list-style-type: none"> <li>Investigated similarities and differences between events and periods in past and present</li> <li>Recognising historical change and understanding of chronology</li> </ul>	<ul style="list-style-type: none"> <li>What were the main causes of the English Civil War, and how did they lead to conflict between King Charles I and Parliament?</li> <li>How did the geography of Naseby influence the battle strategies of both the Royalist and Parliamentarian forces?</li> <li>What were the key events and tactics during the Battle of Naseby, and how did they contribute to the Parliamentarian victory?</li> <li>What were the immediate and long-term effects of the Battle of Naseby on the English Civil War and the nation's governance?</li> </ul>	<p><b>Causes</b> King Charles I thought he had the right to rule because he believed God had chosen him. Parliament didn't like how King Charles I made important decisions without them. There were disagreements about religion. King Charles I needed money for wars and other expenses. He sometimes raised taxes without asking Parliament, which made them upset. There was a disagreement about who should have more power—the King or Parliament.</p> <p><b>Geography of Naseby</b> The location of Naseby was chosen because it had wide, open fields. This meant neither side could hide behind hills or trees, so they had to face each other directly. The flat land made it easier for armies to move their soldiers and horses around, affecting how they decided to attack or defend. The location of Naseby was important for getting food and supplies to the armies. Controlling these routes was a big part of the battle strategy. Leaders had to think carefully about where to place their soldiers on the open land to protect them and plan attack</p> <p><b>Key events</b> The Battle Begins: On June 14, 1645, two armies faced each other in the fields near Naseby. One army supported King Charles I (Royalists), and the other supported Parliament (Parliamentarians). Cavalry Moves: The Royalists had soldiers on horseback, led by Prince Rupert. They charged towards the Parliamentarians but got distracted and didn't help the rest of their army. Foot Soldiers Fight: The Parliamentarian foot soldiers stood firm and fought bravely, even when the Royalists tried to push them back. Smart Leadership: Leaders like Oliver Cromwell made quick decisions, like sending extra soldiers to areas where the Royalists were weak. Turning Point: Without their cavalry, the Royalists couldn't fight effectively. The Parliamentarians surrounded them, leading to a big victory.</p> <p><b>The Aftermath – Consequences of Naseby</b> <b>Immediate Effects:</b> The Royalists lost many soldiers, both killed and captured. This made it hard for them to keep fighting. Parliamentary Gains: The Parliamentarians captured important supplies and equipment from the Royalists, strengthening their position. <b>Long-Term Consequences:</b> Shift in Power: The battle showed that Parliament's army was strong, leading to more people supporting them. King's Downfall: King Charles I's power weakened after the battle, eventually leading to his capture and trial. Change in Government: The battle was a turning point that led to changes in how England was governed, moving toward a system where people had more say in decisions.</p>	<p>Conflict, authority, significance, consequence, tactics, allegiance, rebellion, reform, government, reputation, propaganda, persuasion, treason, strategy, legacy.</p> <ul style="list-style-type: none"> <li>Texts</li> </ul> <p><a href="#">Home   Naseby Battlefield</a></p> <p>Resources: <a href="#">Why Did England Have a Civil War?   History in a Nutshell   Animated History</a></p> <p><a href="http://www.naseby.com">www.naseby.com</a></p>	<p><b>Disciplinary questions:</b></p> <p>What do you think King Charles I and Oliver Cromwell wanted to achieve during the Battle of Naseby?</p> <p>How do you think the flat fields of Naseby helped the armies during the battle?</p> <p>Why is it important to look at different stories about the Battle of Naseby? How can we tell which ones are true?</p> <p>Can you find any other battles from history that are like the Battle of Naseby? What are the similarities and differences?</p>
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### Year 6 - [What was it like for children in WW2?](#)

**Context:** In this unit children find out about the effects of the Second World War on children in their local area and nationally. There are also opportunities to consider the effects of war on children today. Children use a range of sources, including the recollections of people alive at the time. They consider the reasons for and results of key aspects of the war.

Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
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## Monksmoor Park History Curriculum

<p>It is helpful if the children have:</p> <ul style="list-style-type: none"> <li>experience of recalling stories about the past</li> <li>sequenced events on a timeline</li> <li>used everyday words relating to the passing of time</li> <li>used pictures to find out about the past</li> <li>used written and pictorial sources to gain information</li> <li>learnt about life in the time of their parents/carers or grandparents</li> <li>talked about how people might have thought and felt about different situations</li> </ul>	<ul style="list-style-type: none"> <li>What was the Second World War? Why, when and where did it take place?</li> <li>What was the Blitz?</li> <li>What was it like to be an evacuee?</li> <li>What did children eat during the war?</li> <li>What was it like for children in WW2?</li> </ul>	<ul style="list-style-type: none"> <li>Know WWII started in 1939 when Hitler's forces invaded Poland</li> <li>Know that Adolf Hitler was the chancellor of Germany and Neville Chamberlain Prime minister of Britain</li> <li>Know that an intense bombing campaign undertaken by Nazi Germany against Great Britain</li> <li>Know that it took place mainly at night and lasted 8 months</li> <li>Know that bombing of cities was the main reason children were evacuated</li> <li>Know that children were evacuated from the cities to the countryside where it was believed they'd be safer from the bombing</li> <li>Know that host families were required to look after evacuees in their homes and the role of the Billeting Officer was to find suitable homes for evacuees.</li> <li>Know that the Axis powers were bombing ships bringing supplies to the UK</li> <li>Know that the government's 'Dig For Victory' campaign encouraged people to grow their own food</li> </ul>	<p>Adolf Hitler, Neville Chamberlain, Blitz, evacuee, billeting officer, bomb shelter, host family, rationing</p> <hr/> <p style="text-align: center;"><b>Texts</b></p> <p>Good Night Mr Tom by Michelle Magorian,</p> <p>Vipers:  <a href="https://www.literacyshedplus.com/en-us/resource/goodnight-mr-tom-by-michelle-magorian-en-gb">https://www.literacyshedplus.com/en-us/resource/goodnight-mr-tom-by-michelle-magorian-en-gb</a></p> <p>Once by Morris Gleitzman</p>	<p><b>Disciplinary questions:</b></p> <p>1: How do we know what it was like to be evacuated?            2: What were Adolf Hitler's motives?            3: Did all children have the same experience during WWII?</p> <p><b>Collate all the exit quiz questions and create a Kahoot/Forms quiz for the children to complete. Data can be collected from it and help inform teacher of any gaps that need to be plugged. Edit the questions if needed.</b></p> <p><b>SEND adaptations:</b> children to be paired with a more fluent reader/writer.</p>
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Year 6 - What was MAAFA, and how has it shaped the modern world?				
Context: This unit introduces Year 6 pupils to MAAFA, the transatlantic slave trade, and its lasting impact on the world. It begins by exploring the richness of African civilizations before European involvement, challenging common misconceptions about Africa's history. Pupils will then examine the forced journey of millions of Africans, the harsh realities of enslavement, and the different ways people resisted oppression. The unit also covers the abolition movement and considers how the legacy of MAAFA continues to shape societies today. Through discussions, historical sources, and creative activities, pupils will develop a deeper understanding of resilience, justice, and the importance of remembering this history.				
Prior Learning	Sequence of lessons	Knowledge	Key vocabulary	Assessment
<p>Children have:</p> <ul style="list-style-type: none"> <li>Learnt about mass movement of people through</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 1: Introduction – What is MAAFA?               <ul style="list-style-type: none"> <li>Define MAAFA, introduce key themes (slavery, resistance, impact)</li> <li>Discussion using images and primary sources</li> </ul> </li> <li>Lesson 2: Africa Before the Slave Trade</li> </ul>	<p><b>Substantive Knowledge (Historical Facts &amp; Content)</b></p> <ul style="list-style-type: none"> <li>Africa before the slave trade: Advanced civilizations and rich cultures</li> </ul>	<p>MAAFA , Enslavement, Middle Passage, Africans, Atlantic, Resistance, Oppression, Abolition, Slavery, Diaspora</p> <hr/> <p style="text-align: center;"><b>Texts</b></p>	<p><b>Disciplinary questions:</b></p> <p>1. How can things like diaries, ship logs, and stories help us learn about the lives of enslaved people?</p>

<p>their study of WWII.</p> <ul style="list-style-type: none"> <li>Learnt about the lives of significant individuals and how leaders' choices can impact entire nations.</li> </ul> <p>Previous key historical skills</p> <ul style="list-style-type: none"> <li>Investigated similarities and differences between events and periods in past and present.</li> <li>Recognising historical change and understanding of chronology</li> </ul>	<ul style="list-style-type: none"> <li>Exploring African civilizations before European contact</li> <li>Map work, storytelling about pre-colonial societies (Benin Kingdom)</li> <li>Lesson 3: The Transatlantic Slave Trade             <ul style="list-style-type: none"> <li>How and why the trade began, the Middle Passage</li> <li>Sensory story activity, examining sources (slave ship diagrams, narratives)</li> </ul> </li> <li>Lesson 4: Life in Enslavement &amp; Resistance             <ul style="list-style-type: none"> <li>Enslaved people's experiences and acts of resistance</li> <li>Diary writing from the perspective of an enslaved person, examining historical figures like Nanny of the Maroons</li> </ul> </li> <li>Lesson 5: Abolition &amp; Legacy             <ul style="list-style-type: none"> <li>The fight to end slavery and its ongoing impact</li> <li>Debate on abolitionists (e.g., Olaudah Equiano, William Wilberforce), exploring modern slavery</li> </ul> </li> <li>Lesson 6: Reflection &amp; Assessment             <ul style="list-style-type: none"> <li>How should MAAFA be remembered?</li> <li>Creative project (poetry, artwork, presentation), class discussion on remembrance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>How and why the transatlantic slave trade began</li> <li>The horrors of the Middle Passage and life in enslavement</li> <li>Forms of resistance by enslaved people (rebellions, escape, cultural survival)</li> <li>The role of abolitionists and the eventual abolition of slavery</li> <li>The lasting impact of slavery on modern society</li> </ul> <p><b>Disciplinary Knowledge (Historical Skills &amp; Thinking)</b></p> <ul style="list-style-type: none"> <li><b>Chronology:</b> Understanding timelines and cause-and-effect relationships</li> <li><b>Source Analysis:</b> Interpreting primary sources (diaries, ship logs, oral histories)</li> <li><b>Historical Perspective:</b> Considering different viewpoints (enslaved people, traders, abolitionists)</li> <li><b>Critical Thinking:</b> Debating moral and ethical questions about slavery and its legacy</li> </ul>	<p><b>Suggested texts</b></p> <p><b>1. "Journey to Jo'burg" – Beverley Naidoo</b> While set in apartheid South Africa, this story explores themes of racial injustice, oppression, and resilience—key themes that connect to MAAFA's legacy.</p> <p><b>2. "Freedom Bird" – Jerdine Nolen</b> A moving picture book about two enslaved siblings who dream of escaping to freedom, using powerful imagery and storytelling.</p>	<ol style="list-style-type: none"> <li>How did different people—enslaved individuals, traders, and abolitionists—think about slavery?</li> <li>How has MAAFA affected the world today, and why is it important to learn about it?</li> <li>In what ways did enslaved people fight back against slavery?</li> </ol>
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- Substantive Knowledge** – the big ideas, key concepts, chronology and vocabulary in history that pupils will explore through every topic.
- Disciplinary knowledge** – cause and consequence, historical significance, change and continuity, similarities and differences, interpretation, sources and evidence.
- The enquiry question approach** - The enquiry question in history teaching is a planning device for teachers, enabling them to structure coherent sequences of lessons, building knowledge systematically within well-organised frameworks. It helps pupils to see the links between one lesson and the next, and through sustained attention to a single question, 'to make connections, draw contrasts, analyse trends' as the National Curriculum requires. Pupils' ability to answer the enquiry question at the end of the sequence also serves as a fundamental means of assessing both their historical knowledge and their ability to produce a response to a type of historical question.

*\* It is important to remember that at Key Stage 1 and Lower Key Stage 2 to build up substantive knowledge before tackling disciplinary knowledge in depth.*

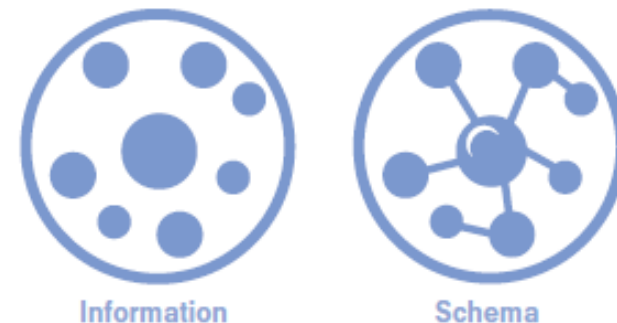
## Building a History Schema

### What is a schema?

Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.

A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organised basis or links.

The diagram below shows the difference between information and schema:



This document helps teachers to help their pupils form a history schema by:

- using **substantive knowledge** for the basis of schema
- strengthening the schema with **disciplinary knowledge**
- further deepening connections through tasks within and across the curriculum

## Using concepts as the basis for a schema

To build a history schema we will ensure substantive and disciplinary knowledge are explicitly taught.

## Substantive knowledge

Pupils progress in history by learning and remembering more history content, by studying specific historical contexts in detail and also by building their knowledge in overview. But through these specific contexts, pupils can also learn knowledge which is particularly powerful and transferable to new contexts.

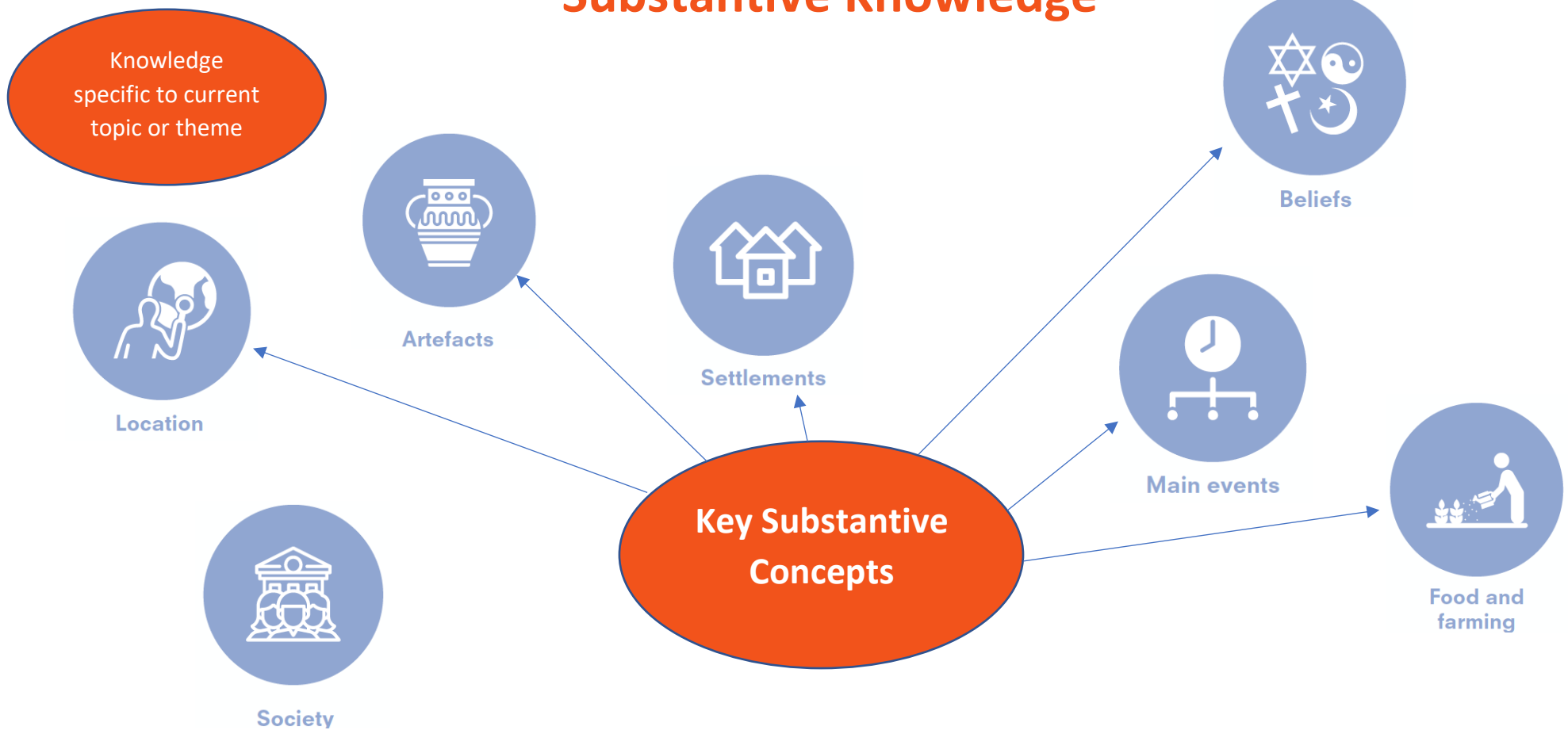
Category of substantive knowledge	Summary
Knowledge of immediate topic/period	The aspects of the immediate topic which the school emphasises. Careful selection and emphasis here can help to determine what pupils learn of the other categories.
Substantive concepts	Abstract concepts like 'empire', 'tax', 'trade' and 'king'. They are encountered regularly in history and if pupils have a secure schema for these then they are better prepared to learn new material.
Chronological/ period knowledge	Knowledge of chronology both as an overview (i.e. where does the Battle of Hastings 'fit in' with what I already know) and features of periods (e.g. 11 <sup>th</sup> century warfare

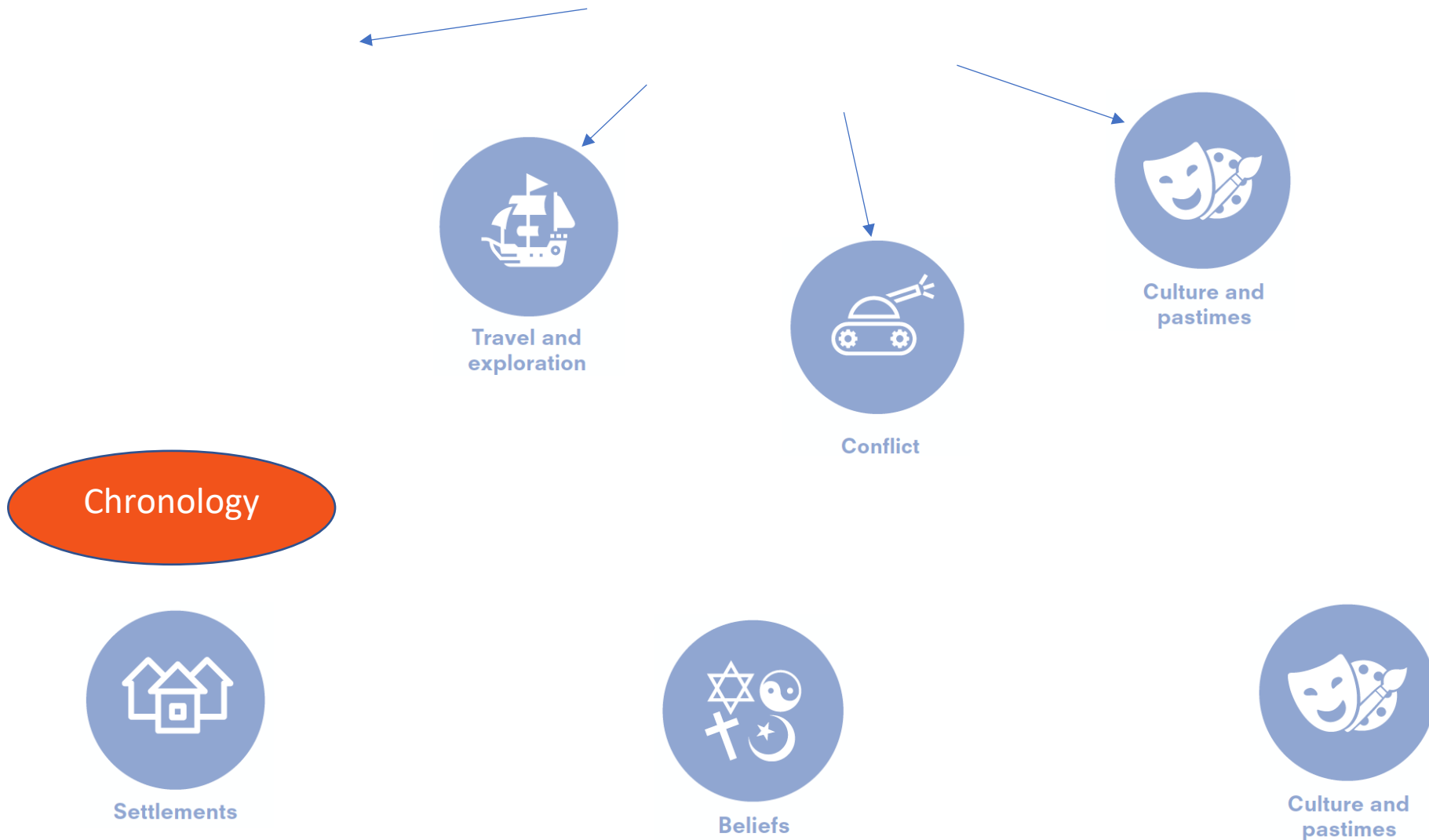
## Disciplinary knowledge

**These are not skills.** Pupils cannot simply ‘practice’ doing what historians do. Instead, pupils need to be taught about real examples of how historians study the past. Over time, this will build up their knowledge of, for example, how historians use sources to study the past. Pupils will be building knowledge into schemata for each of the second-order concepts listed below.

Second-order concepts (categories of disciplinary knowledge)	Summary
Cause and consequence	How historians construct arguments about the causes and consequences of events
Change and continuity	How historians construct arguments about the nature, pace and extent of change in the past
Historical significance	How historians and others attribute significance to past events or people, deeming them worthy of study or attention
Similarity and difference	How historians construct arguments about the extent of similarity and difference between places, people and groups in the past
Sources and evidence	How historians use sources as evidence to answer a question
Interpretations	How historians construct their accounts of the past, including how and why these differ

## Substantive Knowledge





Throughout history people have organised themselves into settlements. Aspects of knowledge that may be included in this category are:

- Homes (including the types of materials used and construction techniques)
- Sanitation
- Heating
- Public facilities (e.g. libraries, bath houses)

Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, pupils can begin to understand why people acted as they did. Aspects of knowledge that may be included in this category are:

- Pagan practices
- Organised religions
- Key events (e.g. sacrifice)

Evidence of culture and pastimes exists from some of the earliest civilisations. Aspects of knowledge that may be included in this category are:

- Artworks
- Artists and artisans
- Jewellery
- Architecture and architects
- Games



Location



Main events



Food and farming

It is a common misconception that events or periods in history were widespread or even global. For example, we sometimes think that the Romans ruled the whole world until the Anglo-Saxons came along to oust them, followed by the Vikings. Knowing that history involves both time and place is important in forming meaningful knowledge. Aspects of knowledge that may be included in this category are:

- Modern geographical locations (e.g. Iran)
- Historical geographic locations (e.g. Mesopotamia)
- Multiple locations, including associated

History is often thought of in terms of events and when they took place. Aspects in of knowledge that may be included in this category are:

- Key stories and events
- Dates and duration
- Key figures
- The changes (or continuity) brought about by events (including achievements and legacies)
- Significant events that happened elsewhere at the same or similar time (e.g. the Iron Age in Western Europe was at a similar time to the birth of Christ)

How people throughout history have found food to sustain themselves is an important part of historical knowledge. Aspects of knowledge that may be included in this category are:

- Main food groups (e.g. grains, fish)
- Popular food and dishes
- Methods of collection (e.g. hunter-gatherers, farming)
- Important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation)
- Use of animals



**Travel and exploration**

How people have travelled, and how far they have travelled, has developed dramatically throughout history. Aspects of knowledge that may be included in this category are:

- Types of transport and how they were powered (e.g. foot and animals)
- Technological advancements and their pioneers
- Breakthrough events (e.g. the Moon landings)



**Conflict**

Conflict has affected human behaviour throughout history. Aspects of knowledge that may be included in this category are:

- Historic events
- Reasons for conflict (e.g. invasions)
- Weapons
- Defences
- Resistance
- Tactics



**Society**

Society is the way that groups organise themselves. Aspects of knowledge that may be included in this category are:

- Life for different sections of society (e.g. rich & poor, men & women, adults & children, urban & rural)
- Education
- Crime and punishment
- Health and medicine



**Artefacts**

Evidence, both first hand (primary) and interpretations (secondary) helps historians to understand what happened in the past. Artefacts, a form of first-hand evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like. Aspects of knowledge that may be included in this category are:

- Tools

## Developing a historical schema

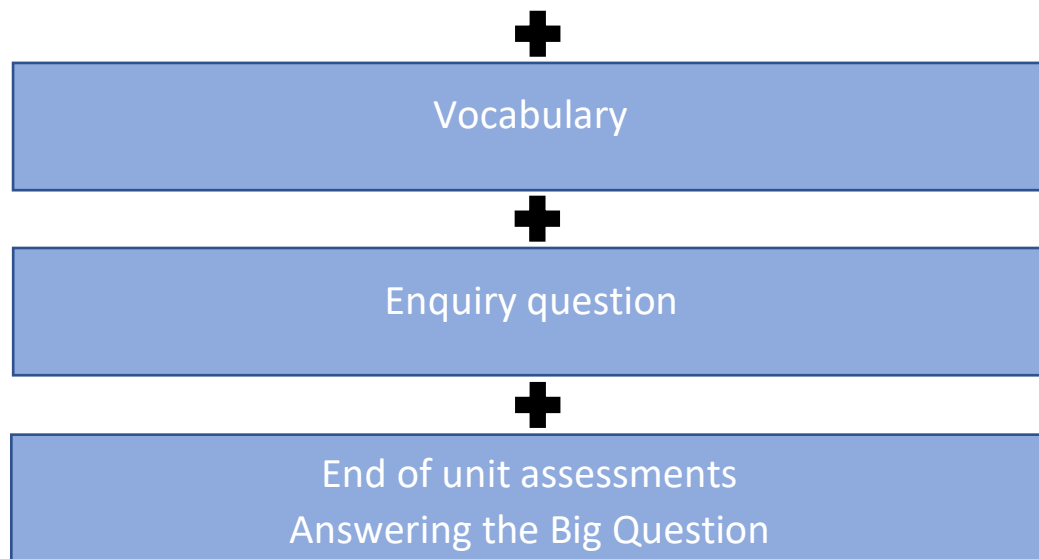
### Substantive Knowledge

Chronology, Substantive concepts, Knowledge of current historical period









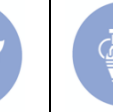



### Disciplinary Knowledge

Building on a secure substantive knowledge base













**Mapping Substantive Knowledge**

	 Location	 Main events	 Settlements	 Beliefs	 Society	 Travel and exploration	 Conflict	 Culture and pastimes	 Artefacts	 Food and farming
<u>Areas of study EYFS:</u>										
<b>Theme: Myself and holidays, Toys</b>										
Understanding the world: people & communities, the world										

## Monksmoor Park History Curriculum

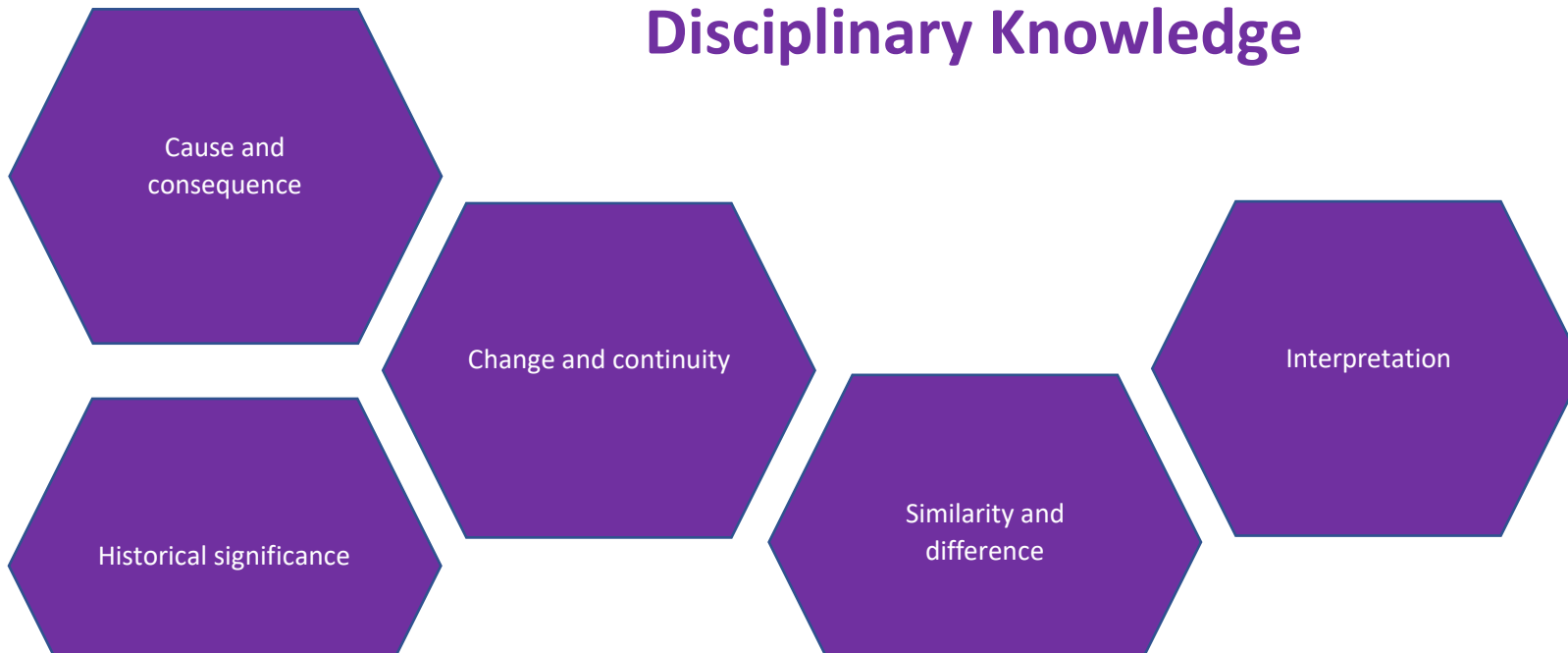
<b>Areas of study KS1:</b> - changes within living memory  <b>Theme:</b>										
- significant events beyond living memory and the lives of significant individuals  <b>Theme: GFOL, Gun Powder Plot.</b>										
- significant events, people or places in their locality  <b>Theme: Local History study</b>										

### Mapping Substantive Knowledge KS2

	 Location	 Main events	 Settlements	 Beliefs	 Society	 Travel and exploration	 Conflict	 Culture and pastimes	 Artefacts	 Food and farming
<b>Areas of study KS2:</b>										
- changes in Britain from the Stone Age to the Iron Age										
- The Roman Empire and its impact on Britain										

Britain's settlement by Anglo-Saxon and Scots										
- Viking and Anglo-Saxon struggle for control of England										
- a local history study										
- World war 2										
- an overview of the earliest civilisations and a depth study of at least one early civilisation <b>Ancient Egypt</b>										
- Ancient Greece										
- A non-European study The Mayans										

## Disciplinary Knowledge



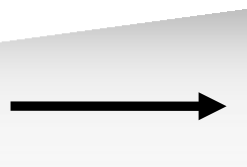
### Disciplinary Knowledge

Cause & consequence	Change & continuity	Historical significance	Similarity & difference	Sources & evidence	Interpretations
How historians construct arguments about the causes and consequences of events	How historians construct arguments about nature, pace and extent of change in the past	How historians and others attribute significance to past events or people, deeming them worthy of study or attention	How historians construct arguments about the extent of similarity and difference between places, people and groups in the past	How historians use sources as evidence to answer a question	How historians construct their accounts of the past, including how and why these differ
<p>Why did _____ happen?</p> <p>What were the motives of _____?</p> <p>Had the causes linked?</p> <p>What are the effects?</p>	<p>In what ways has _____ changed?</p> <p>How much has _____ changed?</p> <p>Why did _____ change but _____ did not?</p> <p>Why did some things change faster than others?</p>	<p>Why was this event so significant?</p> <p>What impact did this event have on life then and now?</p> <p>Why was this person historically significant?</p>	<p>In what ways are things the same as _____?</p> <p>In what ways are things different from _____?</p> <p>Was everybody's experience roughly the same? If not, what did it depend on?</p>	<p>How do we know about _____?</p> <p>What does the evidence tell us?</p> <p>Which sources tell us about _____?</p> <p>How reliable is the evidence?</p>	<p>How does this film portray a past event or period?</p> <p>What versions of this story do you know? Why might there be some differences between them?</p> <p>Why is it sometimes difficult to get a more</p>

	Did things change at the same rate for everyone?		Did everybody living at that time in the past have the same ideas?	Does the evidence help us get nearer the truth?	reliable version of the past?
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Progression in history involves developing **historical perspective** through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below \*)
- greater independence in applying all these qualities



(NB All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance. Colour coding relates to aspects of our aims as on page 1.)

	EYFS	Key Stage 1	Key Stage 2
<b>1. Chronological knowledge / understanding</b> (including characteristic features of periods)	<ul style="list-style-type: none"> <li>• Use everyday language related to time</li> <li>• Order and sequence familiar events</li> <li>• Describe main story settings, events and principal characters.</li> <li>• Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Know where all people/events studied fit into a chronological framework</li> <li>• Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trend over time</li> </ul>
<b>2. Historical terms</b> - key vocabulary and key concepts	<ul style="list-style-type: none"> <li>• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms</li> </ul>

<p><b>3. Historical enquiry - Using evidence</b> <b>Communicating ideas</b></p>	<ul style="list-style-type: none"> <li>• <i>Be curious about people and show interest in stories</i></li> <li>• <i>Answer 'how' and 'why' questions ... in response to stories or events.</i></li> <li>• <i>Explain own knowledge and understanding, and asks appropriate questions.</i></li> <li>• <i>Know that information can be retrieved from books and computers</i></li> <li>• <i>Record, using marks they can interpret and explain</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions *</li> <li>• Understand some ways we find out about the past</li> <li>• Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions *</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by ...</li> <li>• Selecting and organising relevant historical information</li> </ul>
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<p><b>4. Interpretations of history</b></p>		<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand that different versions of the past may exist, giving some reasons for this</i></li> </ul>
<p><b>5a. Continuity and change</b> in and between periods</p>	<ul style="list-style-type: none"> <li>• <i>Look closely at similarities, differences, patterns and change</i></li> <li>• <i>Develop understanding of growth, decay and change over time</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify similarities / differences between ways of life at different times</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe / make links between main events, situations and changes within and across different periods/societies</i></li> </ul>
<p><b>5b. Cause and consequence</b></p>	<ul style="list-style-type: none"> <li>• <i>Question why things happen and give explanations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognise why people did things, why events happened and what happened as a result</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and give reasons for, results of, historical events, situations, changes</i></li> </ul>
<p><b>5c. Similarity / Difference</b> within a period/situation (diversity)</p>	<ul style="list-style-type: none"> <li>• <i>Know about similarities and differences between themselves and others, and among families, communities and traditions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Make simple observations about different types of people, events, beliefs within a society</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i></li> </ul>
<p><b>5d. Significance</b> of events / people</p>	<ul style="list-style-type: none"> <li>• <i>Recognise and describe special times or events for family or friends</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Talk about who was important eg in a simple historical account</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify historically significant people and events in situations</i></li> </ul>

## in History KS1

Adapted from Rising Stars progression frameworks

Strand	Key Stage 1			
	Progression statement	What to look for in guidance (WTS)	What to look for in guidance (EXS)	What to look for in guidance (exceeding)
<b>Substantive Knowledge</b>				
Knowledge of topic period	Know where people and events fit into a chronological framework.	I can identify the features of particular historical themes, events and people from family, local, national and global history e.g. Recall some events and people associated with the Great Fire of London	I can briefly describe features of particular themes, events and people from family, local, national and global history e.g. Retell the story of the Great Fire of London	I can explain a range of features covering family, local, national and global history and draw a range of conclusions e.g. recall the more significant events and people associated with the Great Fire of London
Chronological/period knowledge	Know where people and events fit within a chronological framework	I can depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of transport in chronological order on a timeline.</i>	I can sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of transports and types of transport to place on a timeline.</i>	I can give a valid explanation for sequence of objects and events on timelines or narratives I have created. <i>E.g. Select independently a range of objects and information associated with transport and how it has developed over different time periods and explain the reason for their sequence.</i>

## Monksmoor Park History Curriculum

Historical Terms – key vocabulary and key concepts	Develop awareness of the past, using common words and phrases relating to the passing of time	I can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i>	I can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i>	The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. <i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i>
<b>Disciplinary Knowledge</b>				
Change and continuity	Identify similarities and differences between ways of life in different periods.	I can identify a few similarities, differences and changes occurring within a particular topic. <i>E.g. Identify differences and similarities between early and modern aeroplanes.</i>	I can identify <b>independently</b> a range of similarities, differences and changes within a specific <b>time period</b> . <i>E.g. Recognise differences in aeroplanes from different decades.</i>	I can describe <b>independently</b> and accurately similarities, differences and changes both within and across <b>time periods</b> and topics. <i>Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.</i>
Cause and consequence	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements	I can identify at least one relevant <b>cause for, and effect of, several events</b> covered. <i>E.g. Identify an effect of the The great Fire of London.</i>	I can identify a few relevant <b>causes and effects</b> for some of the main <b>events</b> covered. <i>E.g. Identify several causes, and effects of the Great Fire of London</i>	I can <b>comment</b> on a few valid <b>causes and effects</b> relating to many of the <b>events</b> covered. <i>E.g. Make a few valid judgements about the causes, and effects of the Great Fire of London (e.g. this was a particularly important reason it took place).</i>
Historical significance and interpretations	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	I can consider one reason why an <b>event</b> or person might be significant. <i>E.g. Explain why we remember a particular explorer.</i>	I can identify a range of significant aspects of a <b>theme</b> , society, period or person and offer some <b>comments</b> on why they have selected these aspects. <i>E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</i>	I can provide some valid reasons for selecting an <b>event</b> , development or person as significant. <i>E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.</i>
Sources and evidence	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	I can ask and answer a few <b>valid historical questions</b> . <i>E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.</i>	I can plan questions and produce answers to a few <b>historical enquiries</b> using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i>	I can pose <b>independently</b> a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. <i>E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.</i>
	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	I can extract information from several different types of source including written, visual and oral sources and artefacts. <i>E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.</i>	I can select information <b>independently</b> from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select</i>	I can critically evaluate the usefulness of sources and parts of sources to answer historical questions. <i>E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the</i>

			information about the key features of the life of a local hero or heroine.	life of a local hero or heroine.
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## Assessment in History LKS2

Strand	Key Stage LKS2			
	Progression statement	What to look for in guidance (WTS)	What to look for in guidance (EXS)	What to look for in guidance (exceeding)
Substantive Knowledge				
Knowledge of topic period	Develop chronologically secure knowledge and understanding of British, local and world history.	I can identify details from several <b>themes</b> , societies, <b>events</b> and significant people covered in <b>local</b> , <b>national</b> and <b>global history</b> . <i>E.g. Identify some of the achievements made by Ancient Egyptians.</i>	I can identify details from <b>local</b> , <b>national</b> and <b>global history</b> to demonstrate some overall awareness of <b>themes</b> , societies, <b>events</b> and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i>	I can describe the main <b>context</b> of particular <b>themes</b> , societies, people and <b>events</b> including some explanation. <i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i>
Chronological/period knowledge	Develop chronologically secure knowledge and understanding of British, local and world history.	I can sequence some <b>events</b> , objects, <b>themes</b> , periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i>	I can sequence a number of the most significant <b>events</b> , objects, <b>themes</b> , societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Bronze and Iron Ages</i>	I can sequence accurately the key <b>events</b> , objects, <b>themes</b> , societies, periods and people within and across topics confidently using key dates, period labels and terms. <i>E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i>
Disciplinary Knowledge				
Change and continuity	Address and devise historically valid	I can describe some similarities, differences and	I can make valid statements about the	I can explain why certain changes and

## Monksmoor Park History Curriculum

	questions about change, similarity and difference. Note connections, contrasts and trends over time	changes occurring within Lower Key Stage 2 topics. <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i>	main similarities, differences and changes occurring within topics. <i>E.g. Categorise changes into the different periods of the Stone Age.</i>	developments were of particular significance within topics and across <b>time periods</b> . <i>E.g. Explain why some changes within the Stone Age were of particular importance.</i>
Cause and consequence	Address and devise historically valid questions about cause.	I can describe some relevant <b>causes</b> for, <b>and effects</b> on, some of the key <b>events</b> and developments covered. <i>E.g. Describe some reasons why conditions for children changed over time.</i>	I can <b>comment</b> on the importance of <b>causes and effects</b> for some of the key <b>events</b> and developments within topics. <i>E.g. Explain why some reasons were important in changing the nature of</i>	I can explain with confidence the significance of particular <b>causes and effects</b> for many of the key <b>events</b> and developments. <i>E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.</i>
Historical significance and interpretations	Address and devise historically valid questions about significance.	I can select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i>	I can explain why some aspects of historical accounts, <b>themes</b> or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i>	I can explain <b>independently</b> why a historical topic, <b>event</b> or person was distinctive or significant. <i>E.g. Explain what made the Roman period distinctive.</i>
	Understand how our knowledge of the past is constructed from a range of sources.	I can provide a reason why two accounts of the same <b>event</b> might differ. <i>E.g. Recognise and provide a reason why different people might have different views about the Romans</i>	I can <b>comment</b> on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about Boudica.</i>	I can explain historical <b>situations, events</b> , developments and individuals from more than one viewpoint. <i>E.g. Explain how and why different people might have interpreted the benefits of Roman rule in Britain.</i>
Sources and evidence	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	I can ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.</i>	I can devise <b>independently</b> a range of historically valid questions for a series of different types of enquiry and answer them with <b>substantiated</b> responses. <i>E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</i>	I can devise <b>independently</b> significant <b>historical enquiries</b> to produce <b>substantiated</b> and focused responses. <i>E.g. Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources.</i>
	Understand how our knowledge of the past is constructed from a range of sources.	I can understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about different periods of childhood</i>	I can recognise possible uses of a range of sources for answering <b>historical enquiries</b> . <i>E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i>	I can <b>comment</b> on the usefulness and reliability of a range of sources for particular enquiries. <i>E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods.</i>

### Assessment in History UKS2

Strand	Key Stage UKS2			
	Progression statement	What to look for in guidance (WTS)	What to look for in guidance (EXS)	What to look for in guidance (exceeding)
<b>Substantive Knowledge</b>				
Knowledge of topic period	Establish clear narratives within and across the periods they study.	I can understand some features associated with <b>themes</b> , societies, people and <b>events</b> .	I can provide <b>overviews</b> of the most	I can show a detailed awareness of the

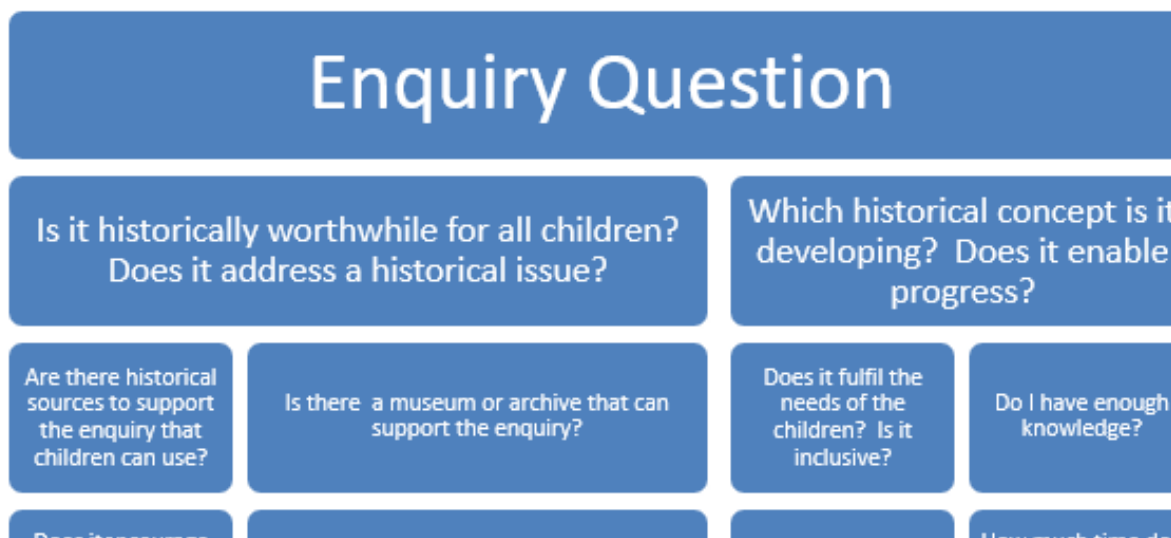
## Monksmoor Park History Curriculum

	Note connections, contrasts and trends over time.	<i>E.g. Understand aspects of life in Mayan times.</i>	significant features of different <b>themes</b> , individuals, societies and <b>events</b> covered. <i>E.g. Give a summary of the main features of Mayan society.</i>	<b>themes, events</b> , societies and people covered across the Upper Key Stage 2 topics, e.g. explain different <b>dimensions</b> and characteristics. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i>
Chronological/period knowledge	Develop chronologically secure knowledge and understanding of British, local and world history.	I can sequence with some independence many of the significant <b>events</b> , societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i>	I can sequence with independence the key <b>events</b> , objects, <b>themes</b> , societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i>	I can explain <b>independently</b> the sequence of key <b>events</b> , objects, <b>themes</b> , societies and people in topics covered using dates, period labels and terms accurately. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i>
Disciplinary Knowledge				
Change and continuity	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	I can provide valid reasons why some <b>changes and developments</b> were important within particular Upper Key Stage 2 topics. <i>E.g. Decide why one change in communication is of particular importance.</i>	I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. <i>E.g. Provide some similarities and differences affecting different forms of communication.</i>	I can compare <b>independently</b> how <b>typical</b> similarities, differences and changes were. <i>E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</i>
Cause and consequence	Address and devise historically valid questions about cause.	I can place several valid <b>causes and effects</b> in an order of importance relating to <b>events</b> and developments. <i>E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.</i>	I can explain the role and significance of different <b>causes and effects</b> of a range of <b>events</b> and developments. <i>E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</i>	I can comment <b>independently</b> on the different types of <b>causes and effects</b> for most of the events covered, including longer- and shorter-term aspects. <i>E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.</i>
Historical significance and interpretations	Address and devise historically valid questions about significance.	I can describe the significant issues in many of the topics covered. <i>E.g. Describe several of the most successful achievements of Ancient Greece.</i>	I can explain reasons why particular aspects of a historical <b>event</b> , development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i>	I can compare the significance of <b>events</b> , development and people across topics and <b>time periods</b> . <i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i>
	Understand how our knowledge of the past is constructed from a range of sources.	I can identify different interpretations for <b>events</b> , developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise several different representations and</i>	I can explain how and why it is possible to have different interpretations of the same	I can understand and explain the nature and reasons for different interpretations in a range of topics. <i>E.g. Recognise and explain how and</i>

		<i>interpretations about Sparta.</i>	<b>event</b> or person. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i>	<i>why there could be different interpretations about Athenian society.</i>
Sources and evidence	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	I can reach a valid conclusion based on devising and answering questions relating to a <b>historical enquiry</b> . <i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i>	I can reach a valid and <b>substantiated</b> conclusion to an <b>independently</b> planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</i>	I can plan and produce quality responses to a wide range of <b>historical enquiries</b> requiring the use of some <b>complex sources</b> and different forms of communication with detailed ideas on ways to develop or improve responses. <i>E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i>
	Understand how our knowledge of the past is constructed from a range of sources.	I can accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.</i>	I can <b>comment</b> with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected the local area.</i>	I can evaluate <b>independently</b> a range of sources for <b>historical enquiries</b> considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. <i>E.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.</i>

### Enquiry Question Approach

A good enquiry will always contain a question that pupils can get their teeth into. This might be an area of historical interest to develop or a problem or controversy, e.g. whether something was good or bad, right or wrong. It might be something that children can hypothesise over and then test out based upon research and evidence, or it might simply be about finding out more about something that is historically significant to develop depth of understanding. Whatever the case, a historically rigorous enquiry should be linked to the historical concepts.



### Middle Leader questions

Question	Response
<p>Outline your roles and areas of responsibility - what training have you had?</p> <p>How are you supported to do your leadership role effectively?</p>	
<p>What's working well in <b>History</b>?</p> <p>Key achievements in this subject area - things to celebrate?</p> <p>Challenges? Areas to be developed - priorities? Why - rationale?</p>	
<p>Have you made any recent changes to your subject curriculum? <b>Why?</b></p>	
<p>Briefly describe the school's <b>vision, aims and ambition</b> for History? Your intent.</p> <p><b>What is history's profile within the school?</b> What do you want pupils to have achieved and experienced by the time they leave (in top-level detail)?</p> <p>Ultimate goals. What impression you want this subject to leave on pupils?</p> <p>How do you make sure that history is valued as a subject by pupils?</p>	

<p><b>Talk me through your HISTORY curriculum - the big picture</b> Where has it come from and what are you trying to achieve?</p>	
<p>What are the <b>timetabling</b> arrangements for history? Have you allocated enough time to particular units or topics to make sure they're broad and deep enough?</p>	
<p>How is the history curriculum planned/designed/organised/mapped out? Why? <b>How do you know what is taught term by term?</b></p>	
<p><b>What is the RATIONALE for the ordering of the content?</b> Why this, why now?</p>	
<p><b>Do all teachers know what pupils need to know by the end of the unit/term/year?</b> Are the essential knowledge – key concepts, skills, vocabulary and understanding you want pupils to gain clearly laid out in your curriculum maps and/or planning for each topic?</p>	
<p><b>How have you decided what knowledge/skills you expect pupils to learn in history?</b> How do plans take into account pupils' prior knowledge and understanding?</p>	
<p><b>How do teachers plan for progression in history?</b> When you think about pupils getting better at history, what does that mean for your school? What kinds of things are pupils expected to learn and remember over time?</p>	
<p>Does the school give meaningful attention to all <b>categories of knowledge</b> in which progress is made in history?</p> <p><i><b>Substantive knowledge</b> is the 'stuff' (or substance) of history. It is history content, like what happened in the Battle of Hastings. Key knowledge of current topic/theme Key substantive – more abstract concepts: settlements, beliefs, trade, empire, tax, monarchy, society, conflict Chronological understanding</i></p> <p><i><b>Disciplinary knowledge</b> is knowledge of how historians find out about the past, and how they shape their arguments. Cause and consequence, change and continuity, historical significance, similarities and differences, sources and evidence, interpretations</i></p>	
<p><b>How effectively does the school teach the historical concepts of:</b> Chronological understanding HDYK EVIDENCE</p>	

<p>Knowledge and interpretation of events, people, places, changes HDYK EVIDENCE          Historical enquiry - sources of evidence, interpretation/bias HDYK EVIDENCE          To communicate historically using key concepts and vocabulary HDYK EVIDENCE</p>	
<p><b>How well does the EYFS/KS1 curriculum introduce pupils to the study of the past? How does it underpin KS2 POS?</b></p>	
<p><b>How do teachers ensure pupils are challenged in history?</b>          Are tasks challenging and appropriate to ensure children become historians?          How well does your school ensure high expectations in history?</p>	
<p><b>Which aspects of your history curriculum are revised and repeated? Why?</b>          Do children have the opportunity to read extended texts in history? High quality? HDYK</p>	
<p><b>Outline your school's approach to assessment in history - rationale</b>  <b>What is the school's way of measuring progress?</b>          How do teachers ensure that pupils have learned/understood/remembered the key concepts for each unit - long term? How do you capture this information?</p>	
<p>What content from this topic are pupils expected to remember long-term?          Where will pupils revisit content from this topic?</p>	
<p>What are the <b>typical gaps in pupils' knowledge and skills</b> in this subject area?          Is the curriculum planned and sequenced to address these gaps?</p>	
<p>How do you <b>adapt the curriculum</b> to meet different needs of all pupils?          (SEND and HAP) from EYFS to Year 6.</p>	
<p><b>How ambitious is your curriculum for SEND or disadvantaged pupils? HDYK</b></p>	
<p>How strong is <b>teacher subject knowledge</b>?          Where would we see the strongest/weakest teaching? HDYK          What would this look like?</p>	