



Curriculum History - Whole School 2026-2027





Curriculum History Rationale - Intent

Intent:

History at our school intends to give all children a broad and balance view of the History of Britain and other societies from around the world. In this, children will develop a well-rounded knowledge of the past and its events, with the intention to improve children's cultural capital, knowledge and skills, understanding of the world around them and their own heritage, the culture of our society, such as traditions, languages, buildings, that were created in the past and still have historical importance

History at Victoria road aims to spark imagination, curiosity and teach children to ask questions about the past. At Victoria road primary school, we have designed our history curriculum with the intent that all our children will:

- Possess a secure understanding of the chronology of Britain from 3 million years ago onwards and other important periods of History from around the world
- To discover links and connections to the History they learn and the wider community and how history has an impact on the present
- Further their knowledge and explanations of change and continuity over time with regards to the history of the Britain and other societies from around the world
- Enquire into Historical themed questions
- Form their own opinions and interpretation of the past
- Gather and interpret evidence from a range of sources such as, artefacts, pictures, trips, internet, to answer a variety of questions.
- Differentiate between fact and opinion and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- To actively learn the vocabulary of historical terms to allow the children to develop a deeper understanding of word meaning



Curriculum History Rationale

Implement

The curriculum is led and overseen by the History lead. Our History lead regularly monitors, evaluates and reviews the work by children thus celebrating the good practice. This allows the curriculum to be evolved and improved further. The teaching, learning and sequencing of our History curriculum follows:

- Will ensure coverage and progression in all skills relating to History.
- In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history.
- In KS2, the British History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.
- Each history unit is taught with an overarching key question. The subsequent lessons will build upon each other to allow the children to fully answer the question at the end of the unit.
- The progression of skills and knowledge is set out in order to build and develop the following:
 - Chronological Understanding
 - Knowledge and understanding of events, people and changes in the past
 - Connection and Historical Links
 - Interpretations of History
 - Historical Enquiry
- Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.
- Historical vocabulary is taught within the unit and reinforced throughout the year.
- Our History curriculum helps to provide a link to their lives and explore their heritage and cultural capital.



Curriculum History Rationale - Impact

Impact

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local, national and global level.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.



Curriculum

History Rationale EYFS and KS1

EYFS	<p>During early year children develop an understanding of the time before they were alive, based on living history. Through role play children explore objects from present and past understanding that some things have changed over time, beginning to consider why, and some things have not changed.</p> <p>Early historical vocabulary is discretely taught where appropriate and explained and then regularly referred to in direct teaching and continuous provision.</p>
Year 1/2	<p>In Year 1/2 the children develop an increasing sense of chronology, moving to time periods beyond living memory and developing their vocabulary across the year. The children start to place key events and people in to chronological order and begin to make some links to eras studied.</p> <p>They study three significant national events, the <i>Great Fire of London</i> and <i>The Gunpowder Plot</i> understanding when these happened relative to today and to each other and their impact on people at the time. The children use visits, artefacts/pictures of artefacts, diaries, newspapers and research to help develop their understanding of life beyond their living memory. The children look at key people of these times.</p> <p>Building on from this the children then explore lives of significant individuals in the past who have contributed to national and international achievements. Over the term the children look at <i>Isambard Kingdom Brunel</i> and <i>Mary Jackson</i>, compare aspects of their lives and compare their achievements. This will develop further on from EYFS and previous history units, where they have compared changes over time. The children will add any key dates on to a timeline.</p>



Curriculum History Rationale LKS2

Year 3

In Year 3/4 the children develop an increasing sense of chronology, moving a long way into the past to look at a focus of key changes in Britain from the Stone Age to Iron Age. As they begin Key Stage 2 they are also beginning to understand that different things are happening in different parts of the world at the same time to further develop their historical understanding.

Children move on to develop an understanding of archaeology and its place in helping us find out more about the past. They begin to develop their understanding how the past can be interpreted in different ways and use their own and others evidence to answer historically valid questions.

In looking at the Stone Age, artefacts are used to help children daily life for people at the time. Linking to geography the children will look at the types of settlements in early Britain and look at why people chose to settle there, comparing this with land use patterns of today. They look at shelters and housing and how they changed between the periods linking back their work from shops and houses in KS1. They look at the impact of the progress the Ages brought to people at the time.

The children move to look more internationally looking at the distant past. They begin by identifying key ancient civilizations - Ancient Sumer; The Indus Valley; Ancient Egypt and The Shang Dynasty of Ancient China and consider different things in different parts of the world at the same time.

After doing so they move on to an in-depth study of Ancient Egypt and look at the achievements of the Ancient Egyptians. The children make valid observations, including that all ancient civilisations were built next to rivers. Thus, further developing their skills from KS1, where they would have noted local industries were built next to rivers. Children understand why and how pyramids were constructed, looking at the beliefs of the Egyptians and the impact of religion in building. The children will look at Howard Carter and his significance to the discovery of ancient Egyptian civilization which builds upon their knowledge of significant people from Year 1/2.



Curriculum History Rationale UKS2

Year 5

In year 5 children will use and apply understanding of chronology, developing and further building on their timelines with their growing knowledge and critically appraising others based on their knowledge of chronology. They will focus on ancient civilisations expansion and dissolution of empires. Building on from the Romans in Year 4, the children will study Britain's settlement by Anglo Saxons and the Scots. The children will further develop their questioning skills about change and cause over time. Looking at the stark difference of settlements between Roman era and Anglo-Saxon times. Their prior knowledge of invasion and why it occurred will develop further from Year LKS2 as they look at invasion from Roman Britain to Viking times and the reasons why. The children will continue to develop their understanding of significant people from KS1 and study Alfred the Great and his impact. They will further develop their chronological knowledge by studying Anglo Saxon and Viking struggle for the Kingdom of England to the time of Edward the confessor. In the subsequent term Year 5 will study the Mayan Civilisation and contrast with Britain at the time of 900AD, allowing the children to make contrasts and analyse trends and pose their own historically valid questions using their developed knowledge. The children will look at what the Maya people achieved and how it influenced the western world by looking at maths, writing, architecture and trade links. This develops further on from their study of the Greeks and Romans in LKS2. They will do this by critically analysing evidence and use their own judgements to decide on which society was more advanced in 900 A.D. Britain or the Maya.

Year 6

In year 6 the children will study migration through time from 1066 to present day. They will use their prior knowledge to gain historical perspective by placing their growing knowledge into different contexts. The children will make connections and create their own structured accounts to analyse. The children will study the United Kingdom's chronological past from 1066 to present day, following on from Anglo Saxons and Vikings studied in Year 5. The children will use this information to create a timeline applying their mathematical knowledge. They will begin to understand migration and why migration to the UK happens, linking to their prior knowledge of migration from LKS2 and 5. This study of migration will link to the local history study of changes and how the heritage of Northwich has changed over time and the reasons why.



Substantive and Disciplinary concepts

Our substantive themes which are displayed in the classroom

Achievement
and Legacy



Migration



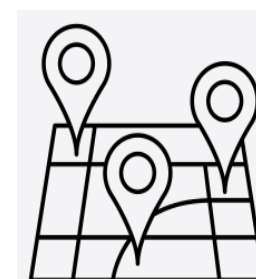
Power and
Rule



Settlement



Local History



Achievements and Legacy

Migration

Power and Rule

Settlements

Local History



Substantive and Disciplinary concepts

Our substantive themes which are taught and built upon throughout curriculum are as follows;

Achievements and Legacy

Migration

Power and Rule

Settlements

Local History

The disciplinary concepts, which are integrated within our curriculum and are developed alongside substantive concepts, are;

Cause and Consequence

Similarity and difference

Significance

Evidence

Continuity and change

Interpretation



Curriculum Map EYFS and KS1

	Autumn	Spring	Summer
EYFS	<p>A1 - All about me (geography/hist) Settlements</p> <p>A2 - Festivals (geography/hist) Achievements and Legacy</p>	<p>Sp1 - Off we go! (geography) Local History</p> <p>Sp2 - Growing Achievements and Legacy</p>	<p>S1 - Animals</p> <p>S2 - Superheros (geography/hist) Achievements and Legacy</p>
Year 1/2	<p>Why are the Great Fire of London and The Gunpowder plot significant? (history) Settlements Power and Rule</p>	<p>What did Isambard Kingdom Brunel and Mary Jackson do for us? (History/Geography) Achievements and Legacy Power and Rule</p>	<p>What's unique about the UK? Is the weather the same all over the world? (geography)</p>



Curriculum Map KS2

<p>Year 3/4</p>	<p>Who first lived in Britain? (History/Geography) Settlements Achievements and Legacy Power and Rule Migration</p>	<p>Are there any mountains in our local area? (Geography)</p>	<p>Were we all once Egyptians? (history) Settlements Achievements and Legacy Power and Rule</p>
<p>Year 5</p>	<p>Were the Saxons and Vikings the same, both invaders? (history) Settlements Achievements and Legacy Power and Rule Migration</p>	<p>Is there more to North America than Disneyland? (Geography)</p>	<p>Who achieved most, the Maya, the Vikings or the Anglo Saxons? (History/Geography) Achievements and Legacy Migration</p>
<p>Year 6</p>	<p>What makes people come to Britain? (history and geography) Power and Rule Migration</p>	<p>Would you like to live in South America? (Geography) Is distribution the same around the world? (Geography)</p>	<p>Sum 1 How has Northwich changed over time - family study (history) Settlements Achievements and Legacy Local History Migration Sum 2 - Is there evidence of connections to other places in Northwich? Migration</p>



Curriculum Map

Medium term overview - EYFS

<i>All about me (geography/history)</i>	<i>Festivals (A2)</i>	<i>Off we go</i>	<i>Spr 2 - growing (science unit)</i>	<i>Sum 1 - animals (science and geography)</i>	<i>Sum 2 - superheros</i>
<ul style="list-style-type: none"> • How I have changed since I was a baby • Past and present events in our lives and family members • Sequencing our lives and discussing significant events within our lives • Discussing our family tree- Who is older? Who is the youngest? • How are members of our family different/similar? Families - similarities and differences between others in class 	<ul style="list-style-type: none"> • Festivals now and in the past - how do they differ, how are they the same? Use images or help compare now and then • Order our familiar events throughout the year, Christmas, birthdays, starting school, end of school, easter - which comes first and which comes last? 	<ul style="list-style-type: none"> • How would you travel to school, to another country- would you travel by donkey? Why would we not travel by donkey? (links to previous unit of the Christmas story) • Transport walk around Northwich. What transport types can we see 	<ul style="list-style-type: none"> • How have we changed since the start of reception, since we were born • What fruits and vegetables can we grow? Can I buy these fruits and vegetable today? 	<ul style="list-style-type: none"> • Farming - how farming has changed 	<ul style="list-style-type: none"> • Superheros now and in the past • Why are they super heros? - space travel links



Curriculum Map

Medium term overview - Year 1/2

Enquiry Question	Why are the <i>Great Fire of London</i> and <i>The Gunpowder plot</i> significant? (history)	What did <i>Isambard Kingdom Brunel</i> and <i>Mary Jackson</i> do for us? (History/Geography)	What's unique about the UK? Is the weather the same all over the world? (geography)
Components	<ul style="list-style-type: none"> • Why is London significant? • What was life like in the time of the Stuarts? • What happened on the night of the fire? • How do we know about the fire? Could the fire have been stopped? • What happened after the fire - what did the king do for the better? • What was the gunpowder plot? • How and why do we remember the gunpowder plot? 	<ul style="list-style-type: none"> • Who was <i>Isambard Kingdom Brunel</i>? • What was <i>Brunel's</i> life like? • What was life like in Victorian times? • What was significant about <i>IKB</i> railways? • What was significant about <i>IKB</i> bridges? • Who was <i>Mary Jackson</i>? • What was life like for <i>Mary Jackson</i>? • What was the same and what was different about the lives of <i>Brunel</i> and <i>Jackson</i>? • How did they impact our lives? 	



Curriculum Map

Medium term overview - Year 3/4

Enquiry Question	Who first lived in Britain? (History/Geography)	Would you like to live in the mountains? (Geography)	Were we all once Egyptians? (history)
Components	<ul style="list-style-type: none"> • Look at when the Stone Age to the Iron Age was in context and the durations of each period • Look at why they think it goes from Stone to Bronze to Iron • Identify changes in housing in each period of prehistoric history • Know why the land use was important when settling • Look at the changes in societal structures from the Stone Age to the Iron Age • Examine the methods of food collection in prehistoric Britain • Think about how we know about pre history • Look at how religious beliefs changed from the Stone Age to the Iron • Identify and compare key features of settlements from prehistory with today Age • Know how and why prehistoric people built megalithic structures • Begin forming reasoned responses to historical enquiries • Demonstrate their understanding of the topic and the changes between periods of prehistory 		<ul style="list-style-type: none"> • Look at the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared • Find out about ancient Egyptian life by looking at artefacts and asking perceptive questions • Identify where and when the ancient Egyptians lived. • To know the many achievements of the Ancient Egyptians and their impact on today • To identify housing and how this compares to other settlements around the world at this time • Exploring ancient Egyptian societal structures and compare them to others they know. • Look at the belief systems of contrasting civilisations and make assertions based upon research • Understand the process of mummification and its impact on today's world • understand the factors behind food and drink choices of those in the ancient worlds • To note continuity and change in food and drink throughout periods of history • understand that historical enquiry requires justification and evidence to provide a coherent answer and that investigating history can be presented in a number of different formats. Look at the role of archaeologists



Curriculum Map

Medium term overview - Year 5

Enquiry Question	Were the Saxons and Vikings the same, both invaders? (history)	Is there more to North America than Disneyland? (Geography)	Who achieved most, the Maya or the Vikings? (History/Geography)
Components	<ul style="list-style-type: none"> • understand where the Anglo-Saxons came from and where they settled in Britain. • understand why the Anglo-Saxons and Vikings left their homeland and came to Britain • understand what Anglo-Saxon and Viking society was like. • Identify what kind of people the Anglo-Saxons and Vikings were. • Know the challenges the Anglo-Saxons may have faced when establishing settlement. • Look at ways in which the Anglo-Saxons and Vikings were in conflict with one another and how this was resolved. • understand Anglo-Saxon and Viking success • Look at how the Anglo-Saxons and Vikings lived • what Cheshire was like during the Anglo-Saxon/Viking era. • what did the Anglo-Saxons and Vikings left behind and how much of this we use today. • understand the chronology of Anglo-Saxon/Viking Britain 		<ul style="list-style-type: none"> • Introduce with an artefact and ask, what do we think, what do we know and what would we like to know • Where does the Ancient Maya sit in a wider chronological context? • Where did the Maya live? • How did Maya housing compare to that of the Vikings? • How did Maya society compare the Viking society? • How did Maya food and collection methods compare to the Vikings? (DT opportunity - Mayan inspired dish) • What did the Maya believe? • Maya achievements - writing and number system? • How do we know about the Maya? • Who achieved the most, the Maya or the Vikings?



Curriculum Map

Medium term overview - Year 6

Enquiry Question	Why is Britain so diverse? (History and geography)	<i>Would you live in South America? (geography)</i>	Why do we trade? (Geography and history)
Components	<ul style="list-style-type: none"> • Why did the Romans, Saxons and Vikings invade Britain • What is migration • What pushed people to Britain • What pulled people to Britain • What role did African people play in Roman Britain • How did the lives of Jewish people change in middle ages • Who were the black Tudors • Why did the Huguenots prosper but the Palatines failed • How has brick lane changed • What can we learn from the lives of others? • How has migration changed the way we eat, our streets, tackled racism and discrimination? 		<ul style="list-style-type: none"> • Where did trade start? • Why did people trade in the past?



Curriculum Map

Medium term overview - Year 6 cont...

Enquiry Question	What is the Heritage of Northwich? (History)	What evidence is there in Northwich of connections to other places? (geography)
Components	<ul style="list-style-type: none">• What does heritage mean?• How has Northwich heritage changed?• Who was John Brunner?• What did he do for Northwich and how did he change the heritage of Northwich• Visit to local museum• Who had the most impact on the heritage of Northwich?	



Curriculum Map

End points - EYFS

	1. Historical significance of people, places and events (why?) 5. Legacy and Impact (what changed as a result of...)	2. Chronological understanding (Where does it fit in time?)	3. Historical Enquiry - sources, evidence and interpretation (How do we know?)	4. Similarity and difference, change and continuity over time (What was it like at the time?)
EYFS	<ul style="list-style-type: none"> Be able to recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Understand chronology within their own living memory, family tree using pictures and know before I was born but when my parents were alive To be able to order and sequence familiar events including <i>Christmas, birthday celebrations in their life</i> 	<ul style="list-style-type: none"> Compare and comment on images from the past - <i>I know this is in the past because there are no machines on this farm. I know this is today because the farm has a tractor</i> Ask appropriate questions based on own knowledge 	<ul style="list-style-type: none"> To comment on images of familiar situations in the past (<i>Christmas</i>) To talk about their immediate family and begin to understand what the past was like To know about 1 similarities and differences between themselves and others



Curriculum Map

End points - Year 1/2

	1. Historical significance of people, places and events (why?) 5. Legacy and Impact (what changed as a result of...)	2. Chronological understanding (Where does it fit in time?)	3. Historical Enquiry - sources, evidence and interpretation (How do we know?)	4. Similarity and difference, change and continuity over time (What was it like at the time?)
National Significant Events, Gunpowder plot (Gunpowder plot focus on democracy aspects of life in 1600s, Great Fire focuses on daily life, houses and shops)	<ul style="list-style-type: none"> To know the national significance of the <u>Great Fire of London</u> and the devastation it caused and why <u>Samuel Pepys</u> is significant. To understand the change that happened in London as a result of the <u>Great Fire</u> - that <u>Plague</u> ended and how London was rebuilt differently. 	<ul style="list-style-type: none"> To be able to place key parts of the <u>Great fire of London</u> a basic timeline 	<ul style="list-style-type: none"> To use a wide range of primary sources including written sources, images and videos to find out about the past. To know what a historian is and how they help us learn about the past 	<ul style="list-style-type: none"> Children can identify at least two similarities and differences between ways of life during 1600s and present day and know the impact this had on people at the time.
Brunel and Jackson (significant individuals who have contributed to national and international achievements)	<ul style="list-style-type: none"> To know about key people who have contributed to British and International achievements in travel (Brunel and Jackson) To recognise the impact on daily life to changes in transport over time 	<ul style="list-style-type: none"> To use a timeline to map the key achievements of an individual over time, placing that life within current chronological understanding 	<ul style="list-style-type: none"> To know and use knowledge of changes to transport over time to think critically about the impact on aspects of daily life at that time To ask and answer questions choosing sources to show what they know and understand 	<ul style="list-style-type: none"> Identify 2/3 similarities and differences between methods of transport over time



Curriculum Map

End points - Year 3/4

	1. Historical significance of people, places and events (why?) 5. Legacy and Impact (what changed as a result of...)	2. Chronological understanding (Where does it fit in time?)	3. Historical Enquiry - sources, evidence and interpretation (How do we know?)	4. Similarity and difference, change and continuity over time (What was it like at the time?)
Key changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> To know that the Stone Age and Iron Age are the earliest periods of known history of Britain Understand the significance of stone age inventions that changed the lives of people over time and how these changed through to the Iron age 	<ul style="list-style-type: none"> To understand that the past is divided into named periods of time To start a timeline with pre history 	<ul style="list-style-type: none"> Understand the difference between primary and secondary sources Begin to understand the importance of archaeology Use secondary sources to find out about stone age to iron age, being able to explain why there are limited primary sources about stone age to iron age 	<ul style="list-style-type: none"> To describe changes over time in daily life, including settlements - shelters and houses and understand the causes and consequences of change
Ancient Civilisations - Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<ul style="list-style-type: none"> To know the achievements and impact of the earliest civilizations - with a focus on Ancient Egypt - in relation to housing, daily life, beliefs and travel 	<ul style="list-style-type: none"> To be able to place periods of history on a timeline with a basic understanding of concurrency - knowing when and where the first civilizations appeared To begin to use dates to explain British, local and world history 	<ul style="list-style-type: none"> Understand archaeology as a source of evidence of the past (Howard Carter) Begin to develop perspective and judgement based on historical knowledge (which was the greatest civilization and why?) 	<ul style="list-style-type: none"> To identify and explain similarities and differences between the first civilizations -- in relation to housing, daily life, beliefs and travel



Curriculum Map

End points - Year 5

	1. Historical significance of people, places and events (why?) 5. Legacy and Impact (what changed as a result of...)	2. Chronological understanding (Where does it fit in time?)	3. Historical Enquiry - sources, evidence and interpretation (How do we know?)	4. Similarity and difference, change and continuity over time (What was it like at the time?)
Britain's settlement by Anglo Saxons and Anglo Saxons and Vikings struggle for the kingdom of Britain	To understand and describe some features associated with themes, societies, people, and events, understanding aspects of life in the Anglo Saxons times and Viking times.	To know and sequence key events previously studied on a timeline using appropriate dates, period labels and terms. Select and organise historical information (including dates and times) to devise a response to their own historical questions and hypotheses. To describe connections, contrasts, and trends over shorter (Anglo Saxons) and longer (Roman, Anglo Saxon, Viking) periods of time.	Evaluate sources and make simple inference Choose relevant sources of evidence to support lines of enquiry and reach a valid conclusion based on devising and answering questions relating to a historical enquiry.	Place several valid causes and effects in an order of importance relating to events and developments by listing them in an order of importance as to why the Anglo Saxons and Vikings came to Britain.
Mayan Civilisation the study of a non-European society that contrasts with British history	Identify connections, contrasts, and trends over time with Maya, Vikings and Anglo Saxons focusing on settlements, achievements and power	Be able to make comparisons between development of the Mayan civilization and Anglo Saxon/Viking expansion	Recognise when they are using primary and secondary sources of information to investigate the past	Ask and answer historically valid questions about similarity and difference and significance in relation to the Mayan civilisation linking with previous units studied



Curriculum Map

End points - Year 6

	1. Historical significance of people, places and events (why?) 5. Legacy and Impact (what changed as a result of...)	2. Chronological understanding (Where does it fit in time?)	3. Historical Enquiry - sources, evidence and interpretation (How do we know?)	4. Similarity and difference, change and continuity over time (What was it like at the time?)
Migration	To be able to identify some of the key causes of migration to Britain Be able to compare causes over time allowing them to find areas of similarity and difference with periods studied	Identify some of the key events in British migration history and place them in chronological order	Draw inferences from a wide range of source materials to construct informed responses to why migration to Britain occurred Ask valid historical questions to investigate the impact of migration and begin to choose their own sources to find answers	To be able to understand the experiences of migrants over an extended period of time - similarities and differences
Heritage of Northwich	Use a wide range of evidence to compare and analyse the lives of Frank Roberts, John Brunner and Joseph Verdin		Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information to show their understanding of the importance of local historical figures Describe and explain how several aspects of national history are reflected in northwich and evaluate and reach a judgement about their relative importance	



Curriculum Map

Progression of skills - Vocabulary KS1

	Key History Vocabulary continually revisit previous words	Specific vocabulary for content continually revisit previous words	Historical skills vocabulary continually revisit these	Other general words for this age group
EYFS	A long time ago Same/ different Change People Lives	Past/ now Modern Old New Yesterday	Use senses – touch, see, smell, hear Discuss Questioning Finding out	Order Compare
Year 1/2	Timeline, Compare, Fact/ opinion Artefact Event Source Cause Consequences Century different periods of time	significant nationally globally Great Fire of London, commemorate anniversaries key features of events Parliament contribution national international achievements aspects of life monarch engineer	Contrast Ability to build a timeline Research using different resources Compare and contrast Making connections Making conclusions	memorial monument



Curriculum Map

Progression of skills - Vocabulary LKS2

	Key History Vocabulary continually revisit previous words	Specific vocabulary for content continually revisit previous words	Historical skills vocabulary continually revisit these	Other general words for this age group
Year 3/4	Revisit KS1 words plus... Chronological Millennium Century/ decade BC/ BCE AD/ CE Era Time period Similarities differences Prehistoric evidence Primary/secondary sources Ancient Modern Archaeology Archaeologist contrasts trends over time Influence Significant, Impact	Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms civilizations irrigation Ancient Sumer; Indus Valley; Ancient Egypt; Mummification Pyramid Shang Dynasty of Ancient China	Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,	Revisit KS1 words plus Achievements Process of change Landscape, settlements Empire, Diversity societies, dynasties Slave, Citizen influence reveal technology road system trade art and culture Overview, connections regional, national and international constructed Architecture sacrifice, beliefs, temples Conquer, Laws, Justice Myths, legends Prosperity, wealth



Curriculum Map

Progression of skills - Vocabulary UKS2

	Key History Vocabulary continually revisit previous words	Specific vocabulary for content continually revisit previous words	Historical skills vocabulary continually revisit these	Other general words for this age group
Year 5	Revisit previous words plus... Cause and effect , Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values Laws	Dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo Raids resistance Danegeld Alfred the Great Athelstan Edward the Confessor Mayan civilization Mesoamerica Codex Chichen Itza	Deduction Inference Organising information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning – historically valid, perceptive questions Investigate Forming conclusions Making links. historical perspective Judgement. Contrasting arguments and interpretations	As above plus... Invasions expansion kingdoms settlements village life , peasantry hierarchy laws and justice withdrawal cultural , economic political religious social history; short- and long-term timescales. civilization period/ era Achievements, Influence Scholars, Dynasties Symbolic, renowned Conquer Civilisation Comparison Impact merchants Archaeologists Complexity
Year 6		Migration, trade Push/pull migrant, immigration and emigration	As above	As above