

History Skills and Knowledge Coverage 2024-2025

*As a curriculum driver, History is taught explicitly and in-depth in Autumn 2 and Summer 1

Year 1/2
Autumn 2 – Inventors
Chronology over a long period of time - To understand the differences in how we talk to each other over a long period of time Children to timeline changing methods of communication as follows: • Cave paintings • Oral messages • letters • Morse code • Telegrams • Telephones • Mobiles • Emails • The Internet.
Historical questions - To ask questions about communication Examples of the types of questions children may formulate: • Have we always communicated with each other in the same way? • What inventions have helped us to communicate better? • Who invented these things?
Interpretations of history - To identify some ways in which we find out about the past Sources studied to include: • Drawings • Pictures • Books • The Internet
Historical enquiry - To choose and use parts of sources to show an understanding of significant aspects of history Children to learn the following knowledge: • A long time ago, before people could read and write books, people drew pictures on cave walls or wrote hieroglyphics. • Inventions (such as the printing press and the world wide web) helped us to communicate better with people. These were invented by William Caxton and Tim Berners Lee
Cause and consequence - To recognise why people did things, why events happened and what happened as a result • How were books produced before the printing press? Scribes copied out the words. • What was wrong with this? It took a long time. • How did the printing press help? It's a mechanical device that can print words much quicker and in large amounts. • What happened as a result? People could write and communicate to each other much more quickly than ever before. • Why did Tim Berners Lee invent the world wide web? He wanted to share information with people all over the world.

- How did it change the way we communicated with people? It meant that we could access a range of information more quickly than ever before.

Continuity and change - *To identify similarities and differences between lives at different times*

- What do Caxton and Tim Berners Lee have in common? They both invented something which helped us communicate better with people.
- What are the main differences between Caxton and Berners Lee? Caxton used a mechanical device to print books. He wasn't able to use modern technology a long time ago. Tim Berners Lee was able to use a computer to help him invent the world wide web. He could use modern technology.

Communication of the significance of events and people

A simple non-chronological report to compare the inventions of William Caxton and Tim Berners Lee.

Historical terms

To use a wider variety of historical terms

- Printing press
- World wide web
- Inventors
- Inventions
- Technology

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 1/2
Summer 1 – Great Fire of London
Chronology over a long period of time - To understand when the Great Fire of London took place compared to when: - the dinosaurs lived - when Florence Nightingale was alive - when the internet was invented - when you were born - the present day
Historical questions - To ask questions about the Great Fire of London Examples of the types of questions children may formulate: - Why did the fire start? - How long did the fire burn for? - How did they put the fire out?
Interpretations of history - To identify some ways in which we find out about the past Sources used to include: - Pictures (paintings) - Diary of Samuel Pepys - Maps of London
Historical enquiry - To choose and use parts of sources to show an understanding of significant aspects of history Children to learn the following knowledge: - The Great Fire of London started in London in September 1666 - The fire broke out in Thomas Farriner's bakery on Pudding Lane - St Paul's Cathedral was destroyed by the fire - People used leather buckets and fire squirts to put the fire out - Gunpowder was used to blow up houses that lay in the path of the fire to create a fire-break - Thousands of houses and buildings were destroyed by the fire - The fire lasted for just under five days
Chronology over a short period of time - To use a timeline to chronologically order the events of the Great Fire of London Children to timeline key events of the Great Fire of London, including: - Sunday 2nd Sep – A fire breaks out at a bakery in Pudding Lane - Sunday 2nd Sep – The fire spreads towards London Bridge. 300 buildings are quickly destroyed - Mon 3rd Sep – Buckets of water and fire squirts are used to try and put the fires out - Mon 3rd Sep – People begin to leave London. Some people escape in boats down the river - Tue 4th Sep – Some houses are blown up using gunpowder to stop the spread of the fire - Wed 5th Sep – All fires are now put out, except for one large fire still blazing - Thurs 6th Sep – The last fire is put out
Cause and consequence - To recognise why people did things, why events happened and what happened as a result. - Why did the fire last for so long? It hadn't rained for a long time, the houses were made out of wood and straw and strong winds blew the fire. - How did they try to stop the fire spreading? Some houses were pulled down with fire hooks to make firebreaks. Other houses were blown up. - How did they use the fire to build a better London? The houses were made out of bricks instead of wood so they would not catch fire

Continuity and change - To identify similarities and differences between lives at different times

How would we put the fire out now compared to 1666? Compare the use of firefighters and fire engines to the use of leather buckets, fire squirts and passing a bucket of water along the line.

Communication of the significance of events and people

Writing a diary extract about the Great Fire of London.

Historical terms - To use a wider variety of historical terms

- Fire hook
- Fire squirts
- Leather buckets
- Fire breaks
- Thatched roof
- Gunpowder
- Straw
- Bricks

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 3/4

Autumn 2 – Stone Age to Iron Age

Chronology over a long period of time - To understand when the Stone Age was compared to:

- Ancient Egypt
- The Industrial Revolution (Coal Mining)
- The Great Fire of London
- The Invention of the Internet
- When Florence Nightingale Lived
- When Dinosaurs existed
- When you were born
- The Present Day

Historical questions - To ask historically valid questions about the Stone Age

Examples of the types of questions children may formulate:

- When was the Stone Age?
- How long did the Stone Age last?
- What was life like?
- Why is it called the Stone Age?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources

Sources used to include:

- Photographs
- Artistic impressions of cave markings
- Video sources.

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

Children to learn the following knowledge:

- The Stone Age was a period in time known as the Pre-historic era
- The Stone Age was broken up in to early, middle and late
- In Britain, Early Stone Age people lived in caves or very simple shelters
- They made stone tools and survived by hunting and fishing
- During the Middle Stone Age, people in Britain began to set up camps, like Skara Brae, along the British coast and on riverbanks
- Hunters often worked together as a team, using spears and bows and arrows
- At the start of the Late Stone Age, Britain became an island
- During this period, people learned to farm. They cleared large areas of land and settled down to live in small communities.
- People used flint, antler and bone to make tools, and developed the skill of making clay pots

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- Why did Early Stone Age people live in caves? People did not know how to build houses or have the tools to do so. Caves were the ideal place to shelter from the midday sun and the stable temperatures of caves provided a cool habitat in summers and a warm, dry shelter in the winter. Some people lived in simple rock shelters which they built.
- Why did people have to leave their caves? There were no shops or markets selling food in the Stone Age. Stone Age hunter-gatherers had to catch or find everything they ate. They moved from place to place in search of food. People cut up their food with sharpened stones and cooked it on a fire. They used animal skins to make clothes and shelters.
- What did this mean for their diet? This meant that what hunter-gatherers ate depended on what they could find each season, eating fruit and berries when they ripened and eating meat from animals when they could catch them.

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

Why did people's shelters change over time?

- In the Early Stone Age, people made simple shelters from rocks or they used caves to shelter from the weather.
- During the Middle Stone Age, people discovered that they could use wood from trees and straw to build more comfortable shelters.
- During the Late Stone Age, people began to use wood, wattle and daub to build larger shelters. These houses were built in large groups to create small communities.

Chronology over a short period of time - To use a timeline to chronologically order the different stages of the Stone Age

Children to order events showing changes from Stone Age to the Iron Age:

- 12,000 BC – The beginning of the Stone Age in Britain
- 10,000 BC – Animal Hide is used to make tents (very simple shelters)
- 8,000 BC – Start of the Mesolithic Period
- 6,000 BC – Britain breaks off from mainland Europe and becomes an island
- 4,500 BC – Simple pottery is made for the first time
- 4,000 BC – Start of the Neolithic Period
- 4,000 BC – Farming is introduced to Britain (sheep, cattle and the farming of wheat and barley)
- 3,750 BC – Woolly Mammoths become extinct
- 2,500 BC – The Stone Age ends. The Iron Age begins

Continuity and change - To describe and make links between main events and changes across different time periods

- Why did the Stone Age end? The discovery of bronze meant that this material was used to make tools and weapons. The Bronze Age ended when iron, a stronger and more reliable metal, was used instead. This was known as the Iron Age.
- Why do we not use stone, bone and antler to make tools or weapons today? Other stronger, more flexible materials are now used such as metal and plastic. These are materials which people living in the Stone Age did not know how to make or have the resources to make them.

Communication of the significance of events and people

Writing a recount about life as a hunter-gatherer.

To develop the appropriate use of historical terms

- Shelter
- Hunter-gatherer
- Hammer-stone
- Cave painting
- Spear
- Palaeolithic (Early)
- Mesolithic (Middle)
- Neolithic (Late)

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 3/4

Summer 1 – The Roman Empire’s Impact on Britain

Chronology over a long period of time - To understand when the Roman Empire existed and how this period in time compares to:

- The Stone Age (and the start of the Iron Age)
- Ancient Egypt
- The Industrial Revolution (Coal Mining)
- The Great Fire of London
- The Invention of the Internet
- When Florence Nightingale Lived
- When Dinosaurs existed
- When you were born
- The Present Day

Historical questions - To ask historically valid questions about the Romans

Examples of questions children might formulate:

- What was life like for typical person living in Ancient Rome?
- How big was the Roman Empire?
- Did the Roman Empire include Britain?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources

Sources used to include:

- Artistic impressions
- Ancient artefacts
- Photographs of excavations

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

Children to learn the following knowledge:

- Around 2,000 years ago, the city of Rome was at the centre of a huge empire that stretched across Europe, North Africa and Asia.
- Its army was the most powerful in the world, and as it conquered more land, Rome grew from a town into an enormous capital.
- Ancient Rome was home to gleaming white marble temples, lavish palaces and spectacular gladiator shows. With over one million people living there, the city was also a dirty and dangerous place, with a maze of side-streets and slums.
- In 55BC, Julius Caesar, an emperor, attempted to invade Britain but failed. A later invasion by Claudius was successful

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- Why did the Romans invade Britain? The Romans invaded Britain to steal precious metal and to expand their empire to become more powerful.
- How did they successfully invade? The Romans had a very large and well-trained army. They overpowered the Celtic army and gained entry to the country.
- What happened as a result? During their invasion, the Romans built new forts, new settlements and roads. They spread their culture, language and laws throughout parts of Britain. This means that many things we use, say and understand stem from the Romans and their influence on Britain.
- How did they protect themselves? They built a wall to stop tribes from Scotland invading. Hadrian’s Wall allowed the Romans to control the movement of people

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

- What did the Romans do when they first invaded? They fought and killed many of the people living in Britain and took over houses and villages of the people who had been killed or surrendered. They did not

intend to stay for long in Britain and often went home once the fighting had stopped and they had collected as many items as they could.

- What changed? The more of Britain they invaded and conquered, the easier and more comfortable it was for the Romans to settle in Britain. They began to build their own roads and houses as well as introducing their own language, legal systems and ways of transporting water (aqueducts). The Romans settled in Britain for roughly 400 years.
- Why did the Romans leave Britain? Their homes in Italy were being attacked by fierce tribes and they needed to return home.

Chronology over a short period of time - To use a timeline to chronologically order key events from the first invasion of Britain by the Romans.

Children to order events showing key events from the first Roman invasion of Britain to the end of their rule:

- 753 BC - The building of Rome begins
- 202 BC – The Romans begin to conquer territory outside of Italy
- AD 43 – The Romans successfully invade Britain
- AD 61 – Boudicca rebellion against the Romans
- AD 122 – The building of Hadrian's Wall begins
- AD 200 – Rome is attacked by the Barbarians
- AD 235-285 – 20 Roman Emperors are assassinated
- AD 410 – The Roman rule in Britain comes to an end

Continuity and change - To describe and make links between main events and changes across different time periods

- What do we still use now that the Romans introduced? The Romans introduced straight roads, a consensus to count people living in the country, a legal system where laws were introduced, a new language and central heating in homes – all of which we still use today.

Communication of the significance of events and people

Writing a letter to the people as Julius Caesar.

Historical terms - To develop the appropriate use of historical terms:

- Invasion
- Emperor
- Empire
- Conquer
- Tribes
- Settlements.

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 5/6

Autumn 2 – Anglo Saxons and Vikings

Chronology over a long period of time - To understand Britain's settlement by the Anglo-Saxons and Vikings and how this period in time compares to:

- Ancient Greece
- World War 2 (The Battle of Britain)
- The Stone Age (and the start of the Iron Age)
- Ancient Egypt
- The Industrial Revolution (Coal Mining)
- The Great Fire of London
- The Invention of the Internet
- When Florence Nightingale Lived
- When Dinosaurs existed
- When you were born
- The Present Day

Historical questions - To ask historically valid questions about the Anglo Saxons and Vikings

Examples of questions children might formulate:

- Where did the Anglo Saxons and Vikings come from?
- What were their reasons for invading Britain?
- How did the people living in Britain respond to the invasion?
- What was the outcome of the invasion?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources

Sources used to include:

- artistic impressions
- ancient artefacts including the burial at Sutton Hoo
- photographs of excavations

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

Children to learn the following knowledge:

- **The Anglo Saxons** invaded Britain in 400AD.
- They came to Britain from Germany, Denmark, Belgium and Holland. They travelled thousands of miles in long boats across the seas.
- They wore basic clothes such as long-sleeved tunics, woollen trousers and shoes made from animal skin and stitch. In battle, they used weapons such as swords, spears, speatres and axes.
- Anglo-Saxons houses were huts made of wood with roofs thatched with straw.
- Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain.
- Each group of Anglo-Saxon settlers had a leader or war-chief. Each chief ruled a kingdom and led a small army. From time to time, the strongest king would claim to be 'Bretwalda', which meant ruler of all Britain.
- **The Vikings** began their raids on Britain in 787AD.
- They travelled in long boats from Scandinavia and wore similar clothing and used similar weapons to the Anglo-Saxons. Some came to fight, but others came peacefully, to settle.
- They were farmers and kept animals and grew crops. They were skilful at crafting and made beautiful metalwork and wooden carvings.
- Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.
- The Anglo Saxons had been living in England for around 300 years at the time when the Vikings first invaded. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings.

- Over time, the Vikings took control of several Anglo-Saxon kingdoms. They mainly settled in the north and east of England in an area known as Danelaw. Eventually the Anglo-Saxons and Vikings made a peace agreement, but the fighting continued for many years

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- Why did the **Anglo Saxons** invade Britain? Some sources say that the Saxon warriors were invited to come to England to help keep out invaders from Scotland and Ireland. Another reason for coming may have been because their land often flooded and it was difficult to grow crops so they were looking for new places to settle and farm.
- What did this mean for their new life in England? Life as an Anglo-Saxon was tough. The men were either hunters, farmers or craftsmen. Women were in charge of looking after the children and the home as well as preparing and cooking the food which had been hunted or grown in the fields.
- What did his new life mean for the children? Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale. Boys learned the skills of their fathers. They learned to chop down trees with an axe, how to plough a field and how to use a spear in battle. They also fished and went hunting with other men from the village.
- Why did the **Vikings** invade Britain? They came to Britain because their lands often flooded and it became difficult to grow crops and feed their families. They wanted to live on a better farmland where the weather would allow to them grown plenty of food. The Vikings first invaded parts of Britain in 800AD. The Vikings came to Britain to seek wealth. They raided Anglo-Saxon towns and villages to steal things of value and to find a home settle in. Vikings continued their raids on Britain until 1066.
- What did this mean for both the Vikings and Saxons? The Vikings and Anglo-Saxons had to live alongside each other in Britain. What was the result of this? Many battles were fought between the Vikings and Saxons and very often they lived together in conflict.

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

- How did life change for the Saxons living in Britain between 400AD and 800AD? Over 300 years since the Saxons settled in Britain, the first tribe of Vikings invaded. There followed many bloody battles and many Saxons were killed and their villages taken over by Vikings. Sometimes the Saxons were able to defend themselves and defeat the Vikings. In the 9th century, the English king Alfred the Great stopped the Vikings taking over all of England. He agreed to peace with them and some Vikings settled down to live in their own area of England. The Anglo-Saxons and Vikings became neighbours in Britain but they didn't always get along peacefully.
- Why did the Vikings or Saxons not continue to rule Britain? King Alfred the Great of England lead his army in to battle against the Vikings. He won the battle meaning that the Vikings retreated. There were no further Viking or Saxon invasions.

Chronology over a short period of time - To use a timeline to chronologically order key events from the first invasion of Britain by the Anglo-Saxons to the Battle of Hastings in which the Norman's defeated the Saxon army.

Children to order events showing key events from the first Anglo Saxon invasion of Britain to their defeat at the Battle of Hastings:

- AD 449 – Saxons first arrive in Britain
- AD 787 – First Viking invasions of Britain
- AD 878 – Establishment of the Danelaw
- AD 937 – Battle of Brunanburh
- 1016 – Cnut becomes King of England
- 1066 – The Battle of Hastings (The Norman defeat of the Saxon Army)

Continuity and change - To describe and make links between main events and changes across different time periods

- What were the major differences between the Anglo Saxon/Viking and Roman invasions? The Romans only stayed in Britain for about 400 years before returning to Italy to defend their own country from being attacked. The Anglo Saxons did not return to their countries. Instead they established themselves in Britain and fought against and lived alongside other tribes/armies who invaded Britain, e.g. The Vikings and the Normans.

Communication of the significance of events and people

Write a recount of what life would have been like for an early Saxon settler (reference to a Viking invasion on their village).

Historical terms - To develop the appropriate use of historical terms

- Invasion
- Raids
- Settlement
- long boat
- thatched house
- farmland
- peace/conflict

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 5/6

Summer 1 – The Mayan Civilisation

Chronology over a long period of time - To understand when The Mayans existed and how this period in time compares to:

- The Anglo Saxon/Viking Rule of Britain
- Ancient Greece
- World War 2 (The Battle of Britain)
- The Stone Age (and the start of the Iron Age)
- Ancient Egypt
- The Industrial Revolution (Coal Mining)
- The Great Fire of London
- The Invention of the Internet
- When Florence Nightingale Lived
- When Dinosaurs existed
- When you were born
- The Present Day

Historical question - To ask historically valid questions about Mayan civilization

Examples of questions children might formulate:

Who were the Mayans?

Where did they come from?

What made them so different from what had come before?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources

Sources used to include:

- artistic impressions
- ancient artefacts
- photographs of excavations

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

Children to learn the following knowledge:

- The Maya civilisation lived 4000 years ago (2000BC) in a place called 'Mesoamerica'. This huge area is made up of Mexico and part of Central America.
- The Mayas built amazing cities like Tikal and Palenque. Even though they lived in different cities, ruled by different kings and queens, the Mayas shared a lot of common beliefs and traditions.
- They were experts at reading the stars and even built their cities as a map of the sky. They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits.
- The Mayas believed in many gods, each representing a different aspect of life. Communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices.
- One of the most famous Maya rulers was King 'Pakal the Great'. He was king of Palenque for 68 years, longer than any other ruler in the Ancient Mayan world.

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- How did the Mayan people track the passing of time? The Mayans created two different calendars. One for religion which had 260 days in a year and one for farming which had 365 days in a year. They used their knowledge of maths and astronomy to make their calendars.
- How did this change their lives? The Mayan people were able to plan when to grow their crops by looking at their calendars. They were also able to give ages to things such as people and animals.
- How did this impact on future civilisations? Many future civilisations adopted the Mayan calendar of 365 days a year. Over 4000 years later, we still follow a calendar year of 365 days.

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

- How did Mayan hieroglyphics change over time? To begin with, the Mayan people used a series of simple pictures (drawings) which represented different animals, places, people or gods. Over time, the hieroglyphics they drew became more detailed so that different parts of a picture would represent a different phonetic sound. There are thought to be about 1000 different hieroglyphics used by the Mayan people by the time their way of communicating was fully developed.

Chronology over a short period of time - To use a timeline to chronologically order key discoveries made by the Ancient Mayan civilisation

Children to order events showing key events from the first settlers arriving on the Pacific Coast to first contact made with Europeans:

- 900-300 BC – The first hunter gatherers settle on the Pacific Coast
- 800 BC – Village farming and trade becomes established
- 700 BC – Mayan writing is first developed in Mesoamerica
- 400 BC – The first solar calendar is invented
- 300 BC – The social structure adapts to include Kings
- AD 250 - 900 – The city of Tikal is built, including the Tikal Temple
- AD 615 – Pakal the Great of Palenque becomes the King (and reigns for 68 years)
- AD 683 – Pakal the Great of Palenque dies
- AD 800 – Sites in the rainforest are abandoned
- AD 1502 – First contact is made with people from Europe

Continuity and change - To describe and make links between main events and changes across different time periods

- Why were hieroglyphics important to the Mayan people? The Maya considered writing to be a sacred gift from the gods. Most ancient Maya could not read because their religion told them that only certain chosen ones could interact directly with the gods through writing symbols or 'glyphs'.
- Were hieroglyphics used in other civilisations? The Ancient Egyptians used hieroglyphics to represent their language. They used different symbols but they also believed that their writing was sacred and referred to it as 'holy writing'.
- How did the hieroglyphics develop into letters and words as we know them today? People living near Egypt developed a series of letters which was altered and changed by the Greeks and the Romans and became adopted by lots of other countries as an alphabet just like the one we use today.

Communication of the significance of events and people

Write a series of 'glyphs' as a way of communicating to the gods as the Mayans would have.

Historical terms - To develop the appropriate use of historical terms

- Pyramid
- Astronomy
- Calendar
- God
- Hieroglyphic

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent