



YEAR 1

HISTORY CURRICULUM

Year 1 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes

- Changes within living memory and beyond
- The lives of significant individuals-aspects of change in national life.
- Significant events within and beyond living memory.

Topics of Study-Substantive Concepts

- My Family Tree-**Settlements and Social History**
- Kings and Queens-**Monarchy/Empire**
- Toys Then and Now-**Communication and Invention**

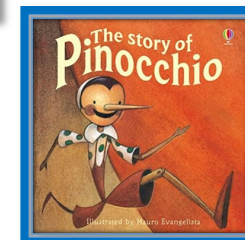
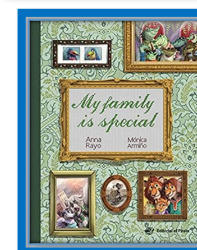
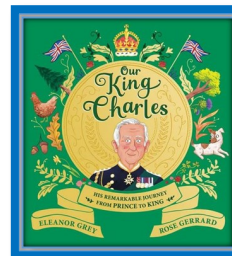
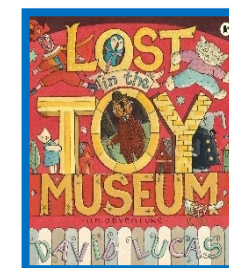
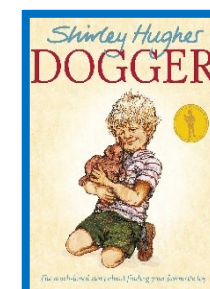
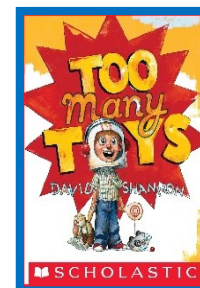
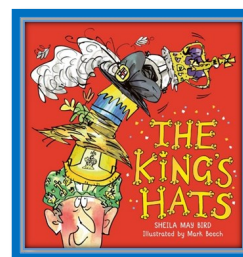
Key Historical Knowledge and Understanding

- Know that a family tree is used to represent different generations of families and show how they are linked throughout the years.
- Know that humans go through different life stages which can be placed on a timeline.
- Know that a grandparent is someone who is the parent of your mum or dad.
- Know some of the differences between homes & school in life today/in life then.
- Know that Britain is a monarchy meaning it has a king or queen.
- Know that the crown is inherited meaning that the heir becomes the monarch as soon as their parent dies.
- Know that monarchs are crowned during a coronation ceremony.
- Know that Princess Elizabeth was crowned after the death of her father and that Prince Charles was crowned in May 2023 after the death of his mother, Queen Elizabeth II
- Know that Prince William is the next heir to the throne.
- Know that the British Royal Family has ruled over the United Kingdom for hundreds of years.
- Know that toys in the past were different to toys today.
- Know the names of some toys that were popular .
- Know and recognise similarities and differences between toys from the past and toys today.
- Know that toys in the past were made of different materials to toys now usually wood, paper or metal and that they had different features.
- Know that advancements in technology has impacted the way toys have changed and developed over the years.

Vocabulary

Before, after, later, long ago, now, next, memory, past, present, decade, timeline, baby, toddler, child, teenager, adult, elderly, generation, photography, future, old, new, now, yesterday, change, monarchy, coronation, crown, heir, royal, museum, artefact, materials, technology.

Quality Literature Links



Year 1 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
Recognise some causes to historical events. Identify consequences to historical events.	Recognise some similarities and differences between the past and the present.	Recognise some similarities and differences within technology e.g. aeroplanes flown by Wright Brothers to now.	Recognise why certain individuals e.g. Amelia Earhart are significant in history (achievements and impact).	Look at simple artefacts and pictures to ask questions about the past.	Start to compare two versions of a past event. Explain that there are different types of sources that can be used to help represent the past.



**PRIOR LEARNING LINKS -
EYFS FOUNDATIONS FOR HISTORY:**

- Learnt about their own significant events and people, e.g. birthday, family.
- Developed understanding of how they physically changed from infancy to early childhood.
- Learnt about how the local area has changed-old and new buildings around Marton.

FUTURE LEARNING LINKS

- **Y1 Kings and Queens:** Learn about the Royal family tree and the significance of this for the monarchy.
- **Y1 Toys Now and Then:** Changes to toys over time and how advancements in technology has impacted this.
- **Y2: Great Fire of London:** Changes made to improve safety including the establishment of the London Fire Brigade.

Year 1 History

Unit of Learning: My Family History

Substantive Concept: Settlements and Social History

Who are my family and what was their childhood like?

Teaching Sequence for this Unit.

What is a family tree?

Who are your family and where do they fit?

SE

Where are we on the human timeline?

How have we changed since we were born?

SE ChC

Where are our parents/grandparents on the timeline?

How have they changed since they were born?

SE ChC

What was school like when my grandparents were young?

How does it compare to life today?

SE ChC SD

What was it like inside my grandparents' houses when they were young?

How do they compare to homes today?

SE ChC SD

Would you like to have lived and gone to school during your grandparents' days?

SE HI

How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant-criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.



PRIOR LEARNING LINKS

EYFS FOUNDATIONS FOR HISTORY:

- Learnt about their own significant events and people, e.g. birthday, family.
- Developed understanding of how they physically changed from infancy to early childhood.
- **Y1 My Family History:** Learnt about family trees (including their own) and how they link people within families together.

FUTURE LEARNING LINKS

- **Y2 The Great Fire of London:** Learn about the role of King Charles II during the Great Fire and the impact of his decisions.
- **Y4 Romans:** Learn about the Roman empire and the emperors who invaded Britain.
- **Y5 Anglo-Saxons and Vikings:** Learn about the most famous Anglo-Saxon King, Alfred the Great who fought against the Viking invaders and defended England from them.

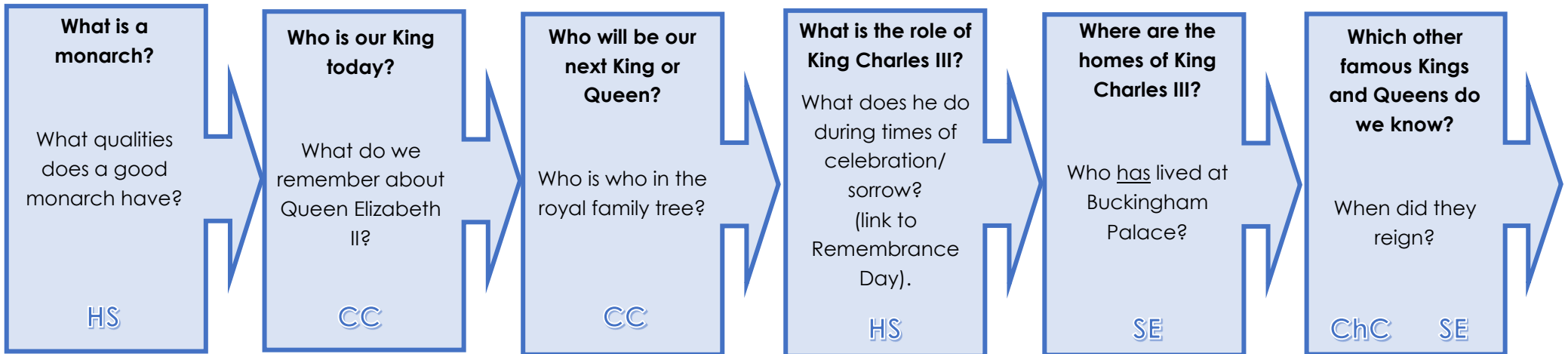
Year 1 History

Unit of Learning: Kings and Queens

Substantive Concept: Monarchy/Empire

Why do we have Kings and Queens?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

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PRIOR LEARNING LINKS-HISTORY

- **EYFS Foundations for History** - Looked at changes to transport to develop their concept of past and present. Also changes to the way people shop.
- **Y1: My Family History:** Learnt about the changes that have occurred within houses and schooling since their grandparents childhood to now.

FUTURE LEARNING LINKS-HISTORY

- **Y2 Nurturing Nurses** - Florence Nightingale and Mary Seacole. Understanding of what makes people historically significant. Lasting affects of their achievements-healthcare. Changing attitudes to race now and then.

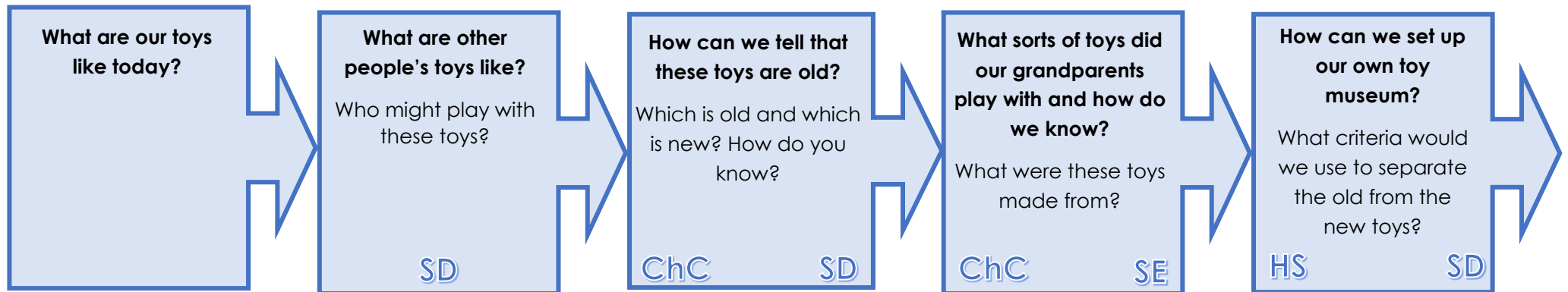
Year 1 History

Unit of Learning: Toys Now and Then

Historical School Theme: Changes in Britain

What toys were played with in the past?

Teaching Sequence for this Unit



Focus for Disciplinary Knowledge

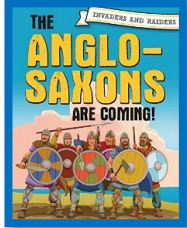

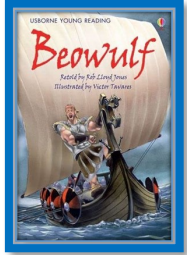
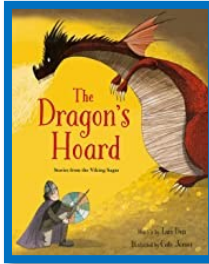
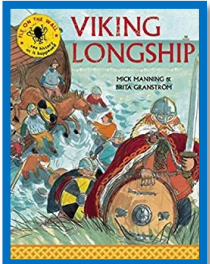
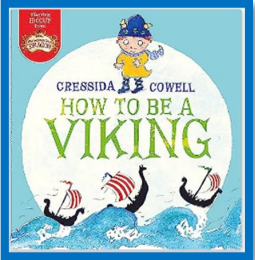
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YEAR 4

HISTORY CURRICULUM

Year 4 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes		Topics of Study-Substantive Concepts	
<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 		<ul style="list-style-type: none"> Anglo-Saxons and Scots: Invasion and Empire/Settlements and Social History Vikings: Invasion and Empire/Settlements and Social History 	
Key Historical Knowledge and Understanding		Vocabulary	
<ul style="list-style-type: none"> Know that the Anglo-Saxons raided Roman Britain around 400AD and that the Romans left Britain in 410AD. The Anglo-Saxon settlement began in 450AD. They settled near rivers or seas and renamed villages. Know that the Vikings conflicted with the Anglo-Saxons between 739AD to 1066AD for control over Britain. Know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich. Know that the Anglo-Saxons mainly settled alongside the Britons and that there is no evidence to suggest a significant invasion or struggle. Know that the Anglo-Saxons held pagan beliefs and believed in gods of nature. Know and understand what it was like to live and grow up in the Anglo-Saxon era for different groups of people. Understand how England changed after the Anglo-Saxon invasion including, the formation of 7 major kingdoms and the rise of Christianity with churches and monasteries being built. Understand and name the different ways that the past can be represented. Know that the Vikings travelled from Scandinavia on longships and landed in Lindisfarne stealing gold and jewels from monks in monasteries. Know the names of the rulers during Viking times and that Viking King Guthrum landed in Lindisfarne. Know that the Vikings captured 'Jorvik' York and it became the Viking capital of England. Know that the Vikings were excellent seafarers, farmers, explorers and traders but were also brutal raiders. Know about the attacks on the Lindisfarne monastery and the resistance led by Alfred the Great. Know that the Anglo-Saxons and Vikings lived alongside each other but frequently fought. Know that King Ethelred the unready was a weak king who tried to pay the Vikings to leave. He fled to France after Viking King Sweyn Forkbeard invaded London-he then became the first Viking King of England. Then in AD1016 his son, King Cnut became monarch. He was a strong and powerful Christian king of England, Denmark and Norway and had a long and successful reign. Know that Edward the Confessor, the childless son of Ethelred the unready, became monarch in 1042. 		<p>Timeline, BC/AD, century, decade, chronological, chronology, evidence, Ancient Kingdom (Angles, Saxons and Jutes) empire, settlement, Christianity, Monks/Monasteries, invasion, Lindisfarne, raid, pagan, Scandinavia, Danelaw, resistance, invade, heir, kingdoms, settlements.</p>	
Quality Literature Links			
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Year 4 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
<p>Explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Explain how people and events in the past have influenced life today.</p>	<p>Explain similarities and differences between an aspect of society e.g. the religious beliefs of the Romans and native Britons.</p>	<p>Explain advancements in technology in Roman Britain.</p>	<p>Devise own questions to find answers about the past. Begin to undertake own research. Compare different accounts of an event and explain why they may differ.</p>	<p>Find and analyse a wide range of evidence about the past. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p>



PRIOR LEARNING LINKS

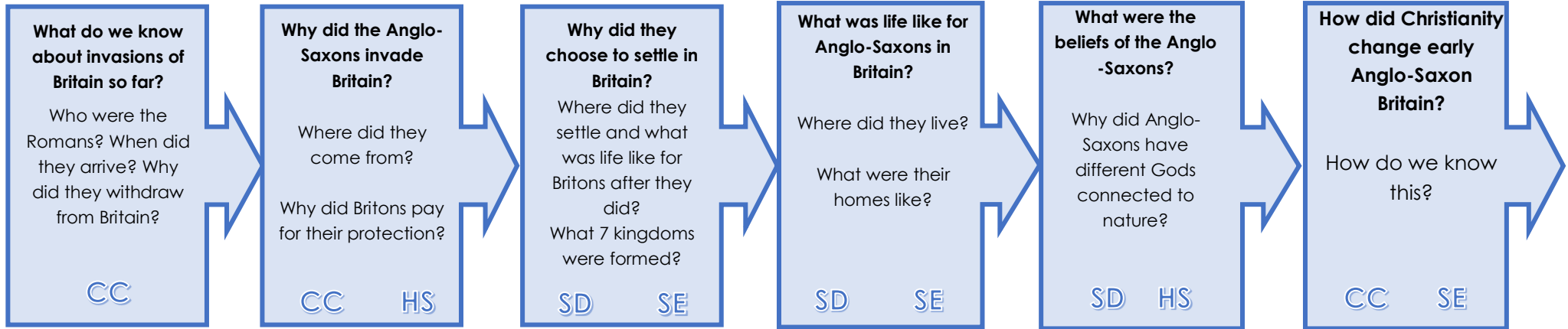
- **Y3: Stone Age-Iron Age:** Learnt about key features of life in Britain through the Stone Age to Iron Age - explored evidence sources from this time.
- **Y3 Romans:** learnt about the final successful invasion of Britain by the Romans in 43AD. Learnt about significant individuals such as, Boudica. Learnt about how the Romans changed and shaped Britain during their rule and beyond.

FUTURE LEARNING LINKS

- **Y4: Anglo-Saxons and Vikings:** Learn about the Viking invasion in Britain and how we can learn about the lives of the Vikings using different historical evidence and sources. How Britain changed because of the Vikings.

Year 4 History
Unit of Learning: Anglo Saxons and Scots
Substantive Concept: Invasion/ Settlements
& Social History
Were Saxon times really 'Dark Ages'?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

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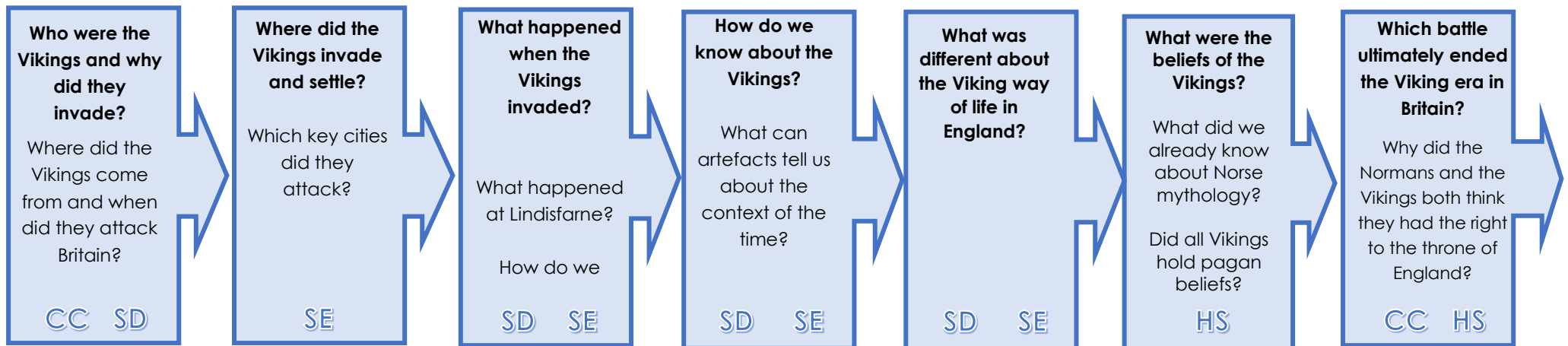
- **Y3 Stone Age-Iron Age:** Learnt about key features of life in Britain through the Stone Age to Iron Age - explored evidence sources from this time.
- **Y4 Romans:** learnt about the final successful invasion of Britain by the Romans in 43AD. Learnt about significant individuals such as, Boudica. Learnt about how the Romans changed and shaped Britain during their rule and beyond.
- **Y4 Anglo-Saxons and Scots:** Learnt how the Picts, Scots and Saxons raided Roman Britain and how the Anglo-Saxons began to settle alongside Britons in 450AD. Learnt about the seven new kingdoms and life in Anglo-Saxon Britain.

FUTURE LEARNING LINKS

- **Y6 Victorians:** Learn about the lives of children during Victorian times. Look at the significant turning points that lead to better working conditions for children and compulsory education for all.

Year 4 History
Unit of Learning: The Vikings
Substantive Concept: Invasion and Empire/
Settlements & Social History
Were the Vikings History's greatest invaders?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

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