

Subject Lead						
Thomas Codd						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1						
2	Castles			Fire! Fire!		
3 and 4 (a)			Ancient Egypt			
3 and 4 (b)	Prehistoric Britain		Romans		Anglo-Saxons	
5 and 6 (a)					Off with their heads!	
5 and 6 (b)	Victorians		Ancient Greece/Democracy		War and Peace	
Why we learn History at Ewelme C.E. Primary School				Cultural Capital		
<ul style="list-style-type: none">- To ensure children have a chronological understanding and knowledge of how their history and heritage began, local and global, up to the present day.- To understand where they've come from and the history that has shaped their current existence (The Big Picture).- To allow children to explore different and diverse cultures and how they live/lived their lives differently to us.- To be aware of how one culture can influence another i.e. Romanisation of Britain.- To compare different societies and civilisations with our own, then and now.- To have empathy and understanding in regards to choices and differences (SMSC)- To understand why people made certain decisions, based on previous events or knowledge- To gain a better understanding of how our local area has developed over time and make connections with different time periods in history (real world connections).- To understand the impact of certain events, as well as individuals, on the world.- To learn and apply historical skills to enable learners to independently draw conclusions or inferences and give reasoned explanations and justifications for their opinions and views.				<p>During the year, each class will have the opportunity to:</p> <ul style="list-style-type: none">- Partake in trips associated with current topics to provide significant and relevant experiences.- Theme Days to immerse the children in the life and times of a past civilisation.- Invite relevant people into school to provide first hand experiences.- Use artefacts and other primary and secondary resources to support hands on learning.- Take part in drama activities to explore significant events and individuals.- Opportunities to explore democratic changes using current political events and links to the past. <p>Whole school focus on History i.e significant historic events celebrated as a school.</p>		

Reception and Year 1 - Cycle A and B: Skills and knowledge progression and coverage

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Year A: Dinosaurs and Us Year B: Animals and Toys		Year A: The Seasons Year B: Whatever the weather		Year A: In the Country Year B: About Town	
Reception		<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 				<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society 	
Year 1	Significant People					Year A: Beatrix Potter (botanist) Year B: Queen Elizabeth II	
	Chronological Understanding	<ul style="list-style-type: none"> - Understand the difference between things that happened in the past and the present. - Sequence events in their life. - Describe things that happened to themselves and other people in the past - Order a set of objects (3 or 4); say which of the 2 events happened first - Make comparisons between areas of study 		<ul style="list-style-type: none"> - Use a timeline to place important events 		<ul style="list-style-type: none"> - Use words such as: now, yesterday, last week, a long time ago 	
	Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - remember key events about areas of study 		<ul style="list-style-type: none"> - recall some facts about events before living memory - recall some facts about events before living memory 		<ul style="list-style-type: none"> - recall some facts about people before living memory - say why people may have acted the way they did 	
	Historical interpretation	<ul style="list-style-type: none"> - look at books, artefacts and photographs to find out about the past - Think about how reliable, memories of adults are 		<ul style="list-style-type: none"> - look at videos, books and pictures to find out about the past - distinguish between fact and fiction 			
	Historical Enquiry	<ul style="list-style-type: none"> - identify different ways in which the past is represented - look at objects from the past and ask questions e.g. what were they used for? Try to answer		<ul style="list-style-type: none"> - explore events, look at pictures and ask questions e.g. which are old / new? What were the people doing? 			

	Organisation and Communication	<ul style="list-style-type: none"> - tell stories about the past - Sort objects into groups (e.g. then/now) 	- Use timelines to order events	- talk, draw and write about things from the past
	Vocabulary and terms (Tier 3 Vocab)	Long time ago, ancient, centuries, then, now, past, present, timeline, artefact	Festival, celebration, anniversary, event, timeline, past,	Botanist, Queen, royal, king,

Year 2: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Castles		Rainforests	Fire! Fire!	Inventors and Explorers	
Significant People	King / Queen			Samuel Pepys	Jacques Costeau	
Chronological Understanding	<ul style="list-style-type: none"> - Understand and use the words of past and present when telling others about an event e.g. long time ago, ancient, centuries - Make comparisons between areas of history studied. 			<ul style="list-style-type: none"> - Use names and words specific to the area of study - Use a timeline to place important events that they have learned about - Sequence artefacts closer together in time – check with reference book 	<ul style="list-style-type: none"> - Recount changes in my own life over time – describe - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Use information to describe the past. - Look at evidence to give reasons and explain why people in the past may have acted in the way they did. 			<ul style="list-style-type: none"> - Remember key events from area of study - Describe differences between then and now. - Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> - Identify differences between ways of life at different times. 	
Historical interpretation	<ul style="list-style-type: none"> - Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 			<ul style="list-style-type: none"> - Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, historical sites and the internet to find out about the past. - Compare 2 versions and 		

			<p>pictures/ photographs of a past event</p> <ul style="list-style-type: none"> - Discuss reliability of photos / accounts/ stories 	
Historical Enquiry	<ul style="list-style-type: none"> - Identify different ways in which the past is represented - Ask questions about the past - Use a wide range of information/ sources to answer questions 			<ul style="list-style-type: none"> - Use a source to answer questions about the past based on simple observation
Organisation and Communication	<ul style="list-style-type: none"> - Describe objects in history - Use timeline to order objects - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 		<ul style="list-style-type: none"> - Describe objects, people and events in history - Use timelines to order events - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> - Describe people in history - Use timelines to place significant people - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
Vocabulary and terms (Tier 3 Vocab)	<p>Drawbridge, turret, ramparts, lance, dungeon, moat, shield, portcullis, chaplain, squire, jester, battlements, gatehouse, motte, bailey, moat, curtain wall</p>		<p>Leather bucket, squirt, fire posts, fire hook, gun powder, thatched roof, wattle and daub, timber frame, cathedral, diocese, government</p>	<p>Exploration, temperature, expedition, uninhabitable, observe, machine,</p>

Year 3/4 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rivers		Ancient Egypt		Local Study – Ewelme and the surrounding area over time.	
Significant People			Tutankhamun Howard Carter		Alice Chaucer	
Chronological Understanding			<ul style="list-style-type: none"> - Understand that a timeline can be divided into BC and AD - Use a timeline to place historical events in chronological order – focus on time studied first 			
Knowledge and understanding of events, people and changes in the past			<ul style="list-style-type: none"> - use evidence to describe what was important to people in the past - offer reasonable explanation for some events - know and understand the achievements of the earliest civilizations 			
Historical interpretation			<ul style="list-style-type: none"> - distinguish between sources of information - construct informed responses that involve thoughtful selection and organization of relevant historical information 			
Historical Enquiry			<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past 			
Organisation and Communication			<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 			
Vocabulary and terms (Tier 3 Vocab)			Mummy, pharaoh, pyramid, sickle, tomb, scarab, papyrus, hieroglyphics, mattock,			

Year 3/4 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Prehistoric		Romans		Anglo-Saxons	
Significant People			Boudicca		Alfred the Great Aiden of Lindisfarne	
Chronological Understanding	<ul style="list-style-type: none"> - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times. - Understand that a timeline can be divided into BC and AD - Order significant events and dates on a timeline 		<ul style="list-style-type: none"> - Sequence several events or artefacts - Describe the main changes in a period in history 		<ul style="list-style-type: none"> - Make links between previously studied areas of history – identify similarities and differences 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Remember key facts and information - Describe similarities and differences between people, events and artefacts studied - Understand changes associated with travel, religion and technology. 		<ul style="list-style-type: none"> - Use evidence to describe the culture and leisure activities from the past - Identify reasons for and results of peoples actions. - gain and deploy a historically grounded understanding of abstract terms such as 'empire' 		<ul style="list-style-type: none"> - Use evidence to describe buildings and settlements and their uses of people from the past - understand Anglo-Saxon invasions, settlements and kingdoms. 	
Historical interpretation	<ul style="list-style-type: none"> - Begin to evaluate and challenge the usefulness of different sources 		<ul style="list-style-type: none"> - explore the idea that there are different accounts of history - know that people in the past represent events or ideas in a way that persuades others. 		<ul style="list-style-type: none"> - look at representations of the period e.g. cartoons, museums etc. 	
Historical Enquiry	<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - ask questions and find answers about the past 		<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - observe small details - choose relevant material to present a picture of one aspect of life in the past 		<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - select and record information relevant to the study 	
Organisation and Communication	<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	
Vocabulary and terms (Tier 3 Vocab)	Stone age, bronze age, iron age, Neolithic, flint knapping, hand axe, hill fort, clan, tribe, hunter-gatherer,		Latin, roman numerals, barbarian, villa, aqueduct, centurion, invasion, legion, mosaic, celt, hypocaust		Bayeux tapestry, bronze helmet, lyre, tithing, earl, oath, Fyrd,	

Year 5/6 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Amazing Americans		Earth and Space		Off with their heads!	
Significant People						
Chronological Understanding	<ul style="list-style-type: none"> - Know and sequence significant events, movements, and dates from around the world on a timeline. 				<ul style="list-style-type: none"> - Understand that a time line can be divided into AD and BC - Know and sequence significant events, movements, and dates from around the world on a timeline. - Describe the main changes in a period of history - Draw own timeline with accurate intervals 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Compare beliefs and behaviours with another time studied. - Find out about beliefs, behavior and characteristics of people and recognize that not everyone has the same views. 				<ul style="list-style-type: none"> - Choose reliable sources of information to find out about the past. - Make links between some of the features of past societies (e.g. religion, houses) 	
Historical interpretation	<ul style="list-style-type: none"> - Ask questions to develop an understanding and begin to ask questions of what people have said. 				<ul style="list-style-type: none"> - Evaluate evidence to choose the most reliable forms. - Give clear reasons why there may be different accounts of history 	
Historical Enquiry	<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Investigate own lines of enquiry by posing questions to answer 				<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Begin to identify primary and secondary sources 	
Organisation and Communication	<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 				<ul style="list-style-type: none"> - Give own reasons why changes may have occurred, backed up by evidence - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT - Plan and present a self-directed project or research about the studied period 	
Vocabulary and terms (Tier 3 Vocab)	Archaeologist, architecture, civilization, deities, demise, hierarchy, indigenous, plaza, polytheists				Lute, chemise, beefeater, scythe, gallows	

Year 5/6 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians		Ancient Greece/Democracy		War and Peace	
Significant People						
Chronological Understanding	<ul style="list-style-type: none"> - Compare historical periods identifying similarities and differences. - Use relevant terms and period labels - understand how some historical events occurred concurrently in different locations 		<ul style="list-style-type: none"> - Describe dates of and order significant events from the period studied. - Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across all the periods they study. 		<ul style="list-style-type: none"> - Compare a range of historical periods identifying similarities and differences. - Identify trends over time. How have these continued / developed? 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Compare an aspect of life with the same aspect in another period - Use evidence to show how the lives of rich and poor people in the past differed. 		<ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people - Describe how historical events studied affect / influence life today 		<ul style="list-style-type: none"> - Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation 	
Historical interpretation	<ul style="list-style-type: none"> - Give reasons why there may be different accounts of history. - Compare accounts or events from different sources. 		<ul style="list-style-type: none"> - understand how our knowledge of the past is constructed from a range of sources - identify and give reasons for different ways in which the past is represented. 		<ul style="list-style-type: none"> - Understand that some evidence from the past is propaganda, opinion or misinformation, and this affects interpretations of history. 	
Historical Enquiry	<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Use evidence to build a picture of a past event by carefully selecting the information that is used. 		<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - use sources to justify answers 		<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Choose reliable sources of evidence to answer questions, realizing there is often not a single answer to historical questions - Suggest omissions and the means of finding them out 	
Organisation and Communication	<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT - Plan and present a self- directed project or research about the studied period 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	
Vocabulary and terms (Tier 3 Vocab)	Mangle, poverty, cane, mining, the census, washboard, industrial		Democracy, myth, architecture, philosophy, artefact, legacy		Axis power, allies powers, blitz, evacuee, rationing, refugee, invasion, chancellor, home guard, the holocaust	