

## History at St Matthias

Intent: The History curriculum at St Matthias seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and World history. The curriculum gives pupils a strong grounding in British history taught from the first settlements up to Britain during the two World Wars. Our aim is to provide children with the opportunity to question and better understand the past in order to make informed future choices in the world they live in.

### EYFS




We have selected the **most relevant** statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements

For more detail about linked subject progression within the EYFS Framework, please refer to EYFS framework.

Early Years History		
Three and Four-Year-Olds	Understanding the World	Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.




Early Learning Goals	Understanding the World	Past and Present	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
----------------------	-------------------------	------------------	---

Year 1: History skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>All About Me, Toys and Transport</p> 	<p>Amy Johnson</p> 	<p>Florence Nightingale and Mary Seacole</p> 
Big Question	What has changed the most?	Who was Amy Johnson and what was she famous for?	Why were Florence Nightingale and Mary Seacole important?
Interpretation	I can observe and use artefacts to find out about the past	I can observe photographs and artefacts to find out about the past	I can observe and use pictures, photographs and artefacts to find out about the past
Investigation	I can observe evidence to find answers to questions about the past	I can use a source to find out about the past: why, what, who, how, where.	I can observe evidence to ask simple questions about the past
Chronological understanding	<p>I can use chronology to order dates from earliest to latest on a simple timeline</p> <p>I can use words and phrases to show the passing of time</p>	<p>I can sort artefacts/pictures into then and now</p> <p>I can sequence events from Amy Johnson's life</p>	I can sequence events in order of when they occurred
Knowledge and understanding of events, People and Changes in the Past.	<p>I can recognise some similarities and differences between the ways of life in the past and the present</p> <p>I can describe significant individuals from the past</p>	I can investigate the lives of significant individuals in the past and say why they are important to us now	I can find differences between people in the past
Presenting, organising and communicating information	I can annotate pictures to explain what they tell me about the past	<p>I can use simple terms to talk and write about the passing of time</p> <p>Talk about why the event or person was</p>	<p>I can use historical vocabulary to retell simple stories about the past</p> <p>I can explain reasons why someone might be significant.</p>




		important and what changed/happened.	
Key vocabulary	Old, new change, material, travel, decade, similarities, steam engine, invention, differences	AD, aeroplane, aviation, biplane, century, CE, flight, long ago, past, pioneer, record, fly, war, Australia, aircraft	Crimea, hygiene, Scutari, wounds, war, disease, ward, prejudice, Mary Seacole, Florence Nightingale
Assessment questions	<p>What are our toys like?</p> <p>What were toys from the past like?</p> <p>What is the same and what is different about these toys?</p> <p>What are the modes of transport we have now and how were they different in the past?</p> <p>How were trains and cars invented?</p> <p>What were the first aeroplane flights like?</p>	<p>Why do you think people still remember Amy Johnson?</p> <p>How did she end up flying solo to Australia?</p> <p>Why was flying to Australia challenging for Amy?</p> <p>How did people respond to Amy at the time and how do we know?</p> <p>How did things change for Amy after her famous flight?</p> <p>How can we solve the mystery of what happened to Amy?</p>	<p>Who was Florence Nightingale?</p> <p>What was it like for Florence Nightingale working in the Crimea?</p> <p>Why do we remember Florence Nightingale?</p> <p>Who was Mary Seacole?</p> <p>Why did Mary Seacole go to Crimea?</p> <p>What is similar and what is different between Florence Nightingale and Mary Seacole?</p>

Year 2: History skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>The Great Fire of London</p> 	<p>Walter Tull</p> 	<p>Explorers and adventurers</p> 
Big question	<p>Why was the Great Fire of London so bad?</p>	<p>Who was Walter Tull and what was he famous for?</p>	<p>What did the explorers and adventurers discover?</p>
Interpretation	<p>I can observe and use pictures and artefacts to find out about the past.</p> <p>I can explain that there are different sources that can be used to help represent the past</p>	<p>I can observe and use sources to find out about the past</p>	<p>I can observe old and new things across periods of time through pictures, photographs and objects.</p> <p>I can see that some things change and some things stay nearly the same.</p>
Investigation	<p>I can find answers to questions about the past through observation</p> <p>I can choose and select evidence to say how it can be used to find out about the past</p>	<p>I can use different photographs to extract information, to make comparisons and to make some inferences</p> <p>I can use different types of evidence and explain how they tell us about the past</p>	<p>I can identify that some things within living memory are similar and some things are different.</p> <p>I can investigate some similarities and differences between the past and the present.</p>
Chronological understanding	<p>I can describe what came before the GFoL and what came after.</p> <p>I can say when and where the GFoL started.</p> <p>I can put at least three events in order</p>	<p>I can locate Walter Tull correctly on a timeline</p> <p>I can sequence the key events in Walter Tull's childhood</p> <p>I can make comparisons over time</p>	<p>I can sequence the events from a key person's life in order</p>

<p>Knowledge and understanding of events, People and Changes in the Past.</p>	<p>I can use information to describe London in the past and compare it to London today.</p> <p>I can recognise similarities and differences between the people in the past and the people today.</p> <p>I can recount the main events from the GFoL</p> <p>I can describe significant individuals from the past</p>	<p>I can make comparisons between the lives of Walter Tull and Nicola Adams identifying some similarities and differences over time</p> <p>I can describe significant individuals from the past</p>	<p>I can describe significant individuals from the past</p> <p>I can understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p>
<p>Presenting, organising and communicating information</p>	<p>I can use time vocabulary to write about the past</p> <p>I can write about which sources are best for representing the past</p>	<p>I can use historical vocabulary to retell events from the past</p>	<p>I can explain reasons why someone might be significant.</p> <p>I can talk about why the event or person was important and what changed/happened.</p>
<p>Key vocabulary</p>	<p>Court, King, local, parliament, bakery, cathedral, diary, eyewitness, embers, fire-hooks, firebreak, flammable, squirt, thatch, timber frame, wattle &amp; daub, century, monument</p>	<p>Walter Tull, Nicola Adams, famous, significant, timeline, sources, childhood, compare, change, racism, experiences, football, Bristol, Northampton, World War I, individual, achievement, different, similar</p>	<p>Pioneer, astronaut, map, explorer, arctic, compass, adventurer, historic, survival, Antarctic, history, NASA, survival, South Pole, Polar region, continents, expedition</p>
<p>Assessment questions</p>	<p>What was London like in 1666?          What happened during the GFoL?          Why was the GFoL so much worse than the other fires?          How do we know about the past?          How have we learnt from Samuel Pepys?          How did London change after the Great Fire?</p>	<p>Who was Walter Tull and when did he live?          Did Walter have a happy or a terrible childhood?          What are the differences between Walters' life and the lives of footballers today?          What was it like for Walter when he played a match in Bristol?          How did Walter help our life during WW1?          What is special about the lives of Walter Tull and Nicola Adams?</p>	<p>What is an 'explorer' and what is an 'adventurer'?          Who was Bessie Coleman?          Who was Valentina Tereshkova?          Who was Sir Ernest Shackleton?          Who was Sir Ranulph Fiennes?          Who was Marco Polo?          Who was Krystyna Chojnowska-Liskiewicz?</p>




Year 3: History skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Prehistoric Britain</p> 	<p>Shang Dynasty</p> 	<p>Ancient Greece</p> 
Big question	How do we know about the prehistoric period?	What do we know about life during the Shang dynasty?	How did the Ancient Greeks leave their mark on the world?
Interpretation	I can Identify key things that stayed the same between periods.	I can Identify key things that changed between periods.	I can Identify that there are reasons for continuities and changes across periods of time and explain some of these.
Investigation	<p>I can use a range of sources to find out about the past</p> <p>I can gather information from maps to build up a clearer picture of the past</p>	I can analyse a range of sources to find out about the past	<p>I can use a range of sources to find out about the past</p> <p>I can gather more detail from sources such as maps to build up a clearer picture of the past</p>
Chronological understanding	<p>I can understand that timeline can be divided into BC and AD</p> <p>I can sequence key events on a timeline</p>	I can sequence key events in order of when they happened	I can sequence several events on a timeline using dates
Knowledge and understanding of events, People and Changes in the Past.	<p>I can note key changes over a period of time and give reasons for the changes</p> <p>I can explain how events in the past have influenced life today</p> <p>I can find out about the everyday lives of people in time studied compared with our life today</p>	I can note connections and contrasts between different groups of people who lived during that time	I can explain how life was different for people in Athens and Sparta

Presenting, organising and communicating information	I can explain that a cause is something directly linked to an event and not just something that happened before it.	I can begin to explain that historical events create changes that have consequences.	I can present, communicate and organise ideas about the past
Key vocabulary	Homo sapiens, ice age, mesolithic era, neolithic era, neanderthals, extinct, torc, bronze, iron	Archaeologist, artefacts, bronze, Cowrie shells, dynasty, Emperor, general, Jade, oracle bones, yellow river	Hellas, Hellenes, Polis, BCE, Golden Age, pythagoras, Socrates, Aristotle, Alexander the great, Plato, Agora
Assessment questions	<p>How do we know about life in the Stone Age?</p> <p>Which animals lived during the Ice Age?</p> <p>What were the different periods during the Stone Age?</p> <p>What was life like in a Stone Age settlement?</p> <p>How did the Bronze Age change how humans lived?</p> <p>Who were the Celts and what was life like for them?</p>	<p>What do we know about the Shang Dynasty?</p> <p>How did the Shang dynasty begin?</p> <p>What was life like for people in the Shang dynasty?</p> <p>What did the Shang people believe?</p> <p>Who was Fu Hao?</p> <p>How did the Shang Dynasty end?</p>	<p>How was ancient Greece organised?</p> <p>What was the Golden Age of Greece?</p> <p>What did the Greeks believe?</p> <p>Who were the ancient Greek philosophers?</p> <p>Who won the Peloponnesian War?</p> <p>Why was Alexander so great?</p>


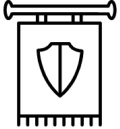



Year 4: History skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>The Romans</p> 	<p>Anglo-Saxons and Scots</p> 	<p>Vikings</p> 
Big question	Did the Romans change the world forever?	How did the Anglo-Saxons and Scots change life in Britain?	How did the Vikings change Britain?
Interpretation	I can consider different accounts of historical events and explain why the accounts may be different	I can investigate the impact of some changes that have happened throughout different periods of time.	<p>I can identify the reasons for continuities and changes across periods of time</p> <p>I can identify times in history when change happens suddenly.</p>
Investigation	I can gather more detail from maps to build up a clearer picture of the past	I can use a range of sources to find out about the past	I can use a range of sources to ask questions and find out about the past
Chronological understanding	I can sequence several key events from the Romans using dates	I can understand that there are short and long term causes of events.	I can sequence several key events from the Vikings in order of when they happened
Knowledge and understanding of events, People and Changes in the Past.	I can describe connections and contrasts between aspects of history studied	I can begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past.	I can understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.

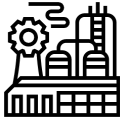


<p>Presenting, organising and communicating information</p>	<p>I can communicate ideas about the past through role play</p> <p>I can present ideas of what the past looked like</p> <p>I can use and understand historical vocabulary to communicate the rise and fall of Rome</p>	<p>I can present and organise information to show how Anglo-Saxon/Scot influence can be seen in Britain today.</p>	<p>I can present and communicate ideas about the past through drama and role play</p>
<p>Key vocabulary</p>	<p>amphitheatre, aqueduct, barbarian, centurion, emperor, empire, legion, government, toga, taxes</p>	<p>Anglo-Saxons, Celtic, paganism, pict, Christianity, heptarchy, Kingdom, Saxons, shire, Jutes, Angles</p>	<p>Vikings, danelaw, raid, danegeld, longship, pagan, monotheist, polytheist, saga, valhalla, asgard</p>
<p>Assessment questions</p>	<p>How did the Roman Empire become so powerful?  How did the Romans conquer Britain?  Why did Boudicca lead a revolt against the Romans?  How did the Romans change Britain?  What did the Romans believe?  Why did the Romans leave Britain?</p>	<p>How do we know about the Anglo-Saxons?  Who invaded Britain after the Anglo-Saxons left?  What was life like for Anglo-Saxons?  What did the Anglo-Saxons believe in?  What was heptarchy?  Why did the Anglo-saxons build forts?</p>	<p>Why did the Vikings invade Britain?  What happened at Lindisfarne in 793?  Why did Alfred sign a treaty with Gurthum?  Were the Vikings the first Europeans to discover the Americas?  Who were the Norse Gods?  Did King Cnut try to stop the tide from coming in?</p>

Year 5: History skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Benin Kingdom</p> 	<p>Mediaeval Monarchs</p> 	<p>Middle East</p> 
Big question	What was the Benin Kingdom's greatest achievement?	Who was the greatest mediaeval monarch?	What would it take for peace in the Middle East to be achieved?
Interpretation	<p>I can use a range of evidence to offer some clear reasons for different interpretations of events</p> <p>I can compare sources to consider what they tell us about the past</p>	I can begin to interpret the difference between primary and secondary evidence	I can find and analyse a wide range of evidence from the past to answer questions about the past
Investigation	I can investigate the importance of an event using the following criteria: significant individually, regionally, nationally or globally.	I can use a wide range of evidence to collect information about the past	I can use evidence to build up a picture of past events
Chronological understanding	I can use relevant terms and period labels to sequence events from the past	I can order significant events, people on timelines using dates	I can examine in more detail the short and long term causes of an event being studied.
Knowledge and understanding of events, People and	I can examine the causes and results of great events	I can identify a range of historically significant people and events from different periods of history and explain why they were significant.	I can understand that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.

Changes in the Past.			
Presenting, organising and communicating information	I can explain in detail how the consequences of one historical event can sometimes become the causes of another	I can present and organise knowledge of historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.	I can present, communicate and organise ideas about the past through discussions and debates
Key vocabulary	Oba, Agisios, empire, guild, animism, voodoo, cowrie shells, colonisation, civil war, moat	Monarch, democracy, government, domesday book, crusades, general, Magna Carter, Baron, Knights, Peasant, Feudal system	Gaza strip, nakba, Palestinian National Authority (PNA), intifada, Palestine Liberation Organisation (PLO), zionism, hamas, Israel, Palestine, West Bank
Assessment questions	When did the Benin Kingdom begin? What was life like for the Edo people? How were trade links established and what goods were traded? What led to the civil war in the 1700s? What was the transatlantic slave trade? Why did the British colonise Benin and what impact did this have?	Who was the rightful heir to the throne in 1066? Who was responsible for the death of Thomas Becket? Who was the worse king: Richard or John? In what ways was Edward I a 'great and terrible' king? Why did Henry the VIII initiate the reformation? Was Elizabeth I 'weak and feeble'?	Why is the Middle East important to different religions? Why is the Middle East important to different religions? What was the Ottoman Empire? What events led to the Arab-Israeli War in 1948? Why did Israel and Arab nations fight wars, and how did it change who controlled the area? What is the situation with the Israeli-Palestinian conflict now?

Year 6: History skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Industrial Revolution</p> 	<p>Civil Rights</p> 	<p>Twentieth Century Conflict</p> 
Big question	What were the most important changes between 1750-1900?	Civil disobedience was more important than legal decisions during the civil rights movement." Do you agree?	"The outbreak of WWII was inevitable". To what extent do you agree with this statement?
Interpretation	I can use a range of evidence to offer interpretations of the past	I can analyse a wide range of evidence from the past	I can know that people in the past represent events or ideas in a way that may be able to persuade others
Investigation	I can select relevant sections of graphs/tables to construct detailed and informed responses	I can select relevant sections of information to address historically valid questions and construct informed responses	I can investigate my own lines of enquiry by posing historically valid questions to answer.
Chronological understanding	<p>I can identify when the Industrial revolution took place on a timeline</p> <p>I can make comparisons between maps to see how a city has changed over time</p>	I can understand how some historical events/periods occurred concurrently in different locations.	<p>I can understand and describe in some detail the main changes to an aspect in a period of history</p> <p>I can accurately use dates and terms to describe historical events</p>
Knowledge and understanding of events, People and Changes in the Past.	I can use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;	<p>I can examine the causes and results of great events and the impact these had on people</p> <p>I can describe key features of the past, including attitudes, beliefs and the everyday lives of different people</p>	<p>I can use appropriate historical terms when describing the past</p> <p>I can examine causes and results of great events and the impact these had on people</p> <p>I can describe the key features of the</p>

			past
Presenting, organising and communicating information	<p>I can communicate how the results of change impacted people of the time</p> <p>I can present, communicate and organise ideas from the past through different pieces of writing</p>	I can plan and present a self-directed research project	I can present, communicate and organise ideas about from the past using detailed discussions and debate with a written narratives
Key vocabulary	Industrial revolution, industry, population, economy, agriculture, poverty, mass production, era, sanitation, child labour	Boycott, civil rights, integration, civil disobedience, Jim Crow laws, segregation, Non violence, economy, communism, capitalism, African American	appeasement, atomic bomb, blockade, bolsheviks, mobilisation, Schlieffen plan, trench warfare, propoganda, rationing, Western front, reparations
Assessment questions	<p>What are the key features of a Victorian society?</p> <p>How had living conditions changed during the Industrial Revolution?</p> <p>How had the working conditions changed during the Industrial Revolution?</p> <p>Which inventions revolutionised the lives of British people?</p> <p>How did the Industrial Revolution change Hackney?</p> <p>Which political changes took place during the Industrial Revolution?</p>	<p>What was the United States of America like in the 1950s?</p> <p>Why did Oliver Brown take the board of education to the Supreme Court?</p> <p>Why did Rosa Parks not give up her seat on the bus?</p> <p>What was Dr Martin Luther King's dream?</p> <p>Why did 3200 people march from Selma to Montgomery?</p> <p>What is the Black Lives Matter movement and why is it needed?</p>	<p>What caused the First World War to break out?</p> <p>Why were so many lives lost on the Western Front?</p> <p>Was the Treaty of Versailles fair?</p> <p>How did Hitler rise to power in the 1930s?</p> <p>What was life like in Nazi Germany?</p> <p>Was the Second World War inevitable?</p>