History Knowledge Sequencing at Osbaldwick Primary Academy

Throughout our history curriculum our children will gain a deeper understanding of how the past, and different accounts of the past, have shaped the identities of diverse people and the world around them, including York their locality. Starting in EYFS we learn about the past in small steps and go on to answer key questions about a time or theme in history in KS1 and KS2. Our history curriculum enables children to become historians whilst developing their skills and attributes through our five pillars (content, cohesion, community, creativity and compassion).

EYFS Building the foundations for History at Osbaldwick Primary Academy		
Nursery & Reception		
Children throughout Early Years build secure foundations for later success in the History National Curriculum through developing their Knowledge and Understanding of the World, Communication and Language and Personal, Social and Emotional Development.		
Nursery & Reception Historical Topics: Life stories so far/comparing baby photos and now, My home and what it looks like, school story so far		
Chronological Understanding	Application of Historical Knowledge and Interpretation	Historical Enquiry
Recollect events that have happened on previous occasions in their own life story.	Knows some things that have happened in their family that are special to them or have particular meaning to them and know some similarities and differences between things now and in the past.	Talks about events that have meaning to themselves and their family that have happened in the past, and understanding the past through settings, characters and events in storytelling.

Key Stage 1 and 2			
The historical learning strands of Chronological Understanding, Application of Historical Knowledge and Historical Enquiry are taught throughout the Historical Topics.			
Chronological Understanding	Application of Historical Knowledge and Interpretation	Historical Enquiry	Interpretations of History
Chronological Reasoning: understanding timelines of aspects studied, placing events on timeline, using relevant terms and dates of the period and sequencing artefacts and events.	Identify and explain key features, events and people of time studied. Comparing & contrasting: identifying similarities and differences of past events in beliefs, behaviour, people and events. Cause and consequence: understanding and identifying aspects of history which lead to change, and why. Develop an understanding of ancient civilisations. Study and discuss change through the lives of significant individuals across a theme and compare	Source Analysis: Critically evaluating archaeological evidence, such as sources, artefacts, burial sites and settlements to understand how they inform our knowledge. Information Literacy: select information to ask and answer a range of questions.	Explanation & Reasoning: summarising and explaining accounts of events, linking sources to arrive at conclusions, and understand different evidence will lead to different conclusions. Understand how aspects studied have affected the local area. Communication & Research: use of library, internet and sources for research, and communicating in a variety of ways to present ideas, e.g. timelines, diagrams, evaluation of sources, reports etc, and selecting data to create presentations and display findings. Empathy & Critical thinking: understanding lives of people, questioning assumptions and considering alternative explanations.

Year N / R Life stories	
Substantive Knowledge - Key Question	What do you know of the past when you were younger?
Vocabulary	Past, present, then, now

Year N / R Homes	
Substantive Knowledge - Key Question	What do you know about castles? What do you know about features of old and new houses in Osbaldwick?
Vocabulary	Past, present, old, new, same different

Year N / R My School Story	
Substantive Knowledge - Key Question	Can you compare your school now to in the past?
Vocabulary	Past, present, same, different

Year 1 / 2 Toys	
Key Questions	What do different sources tell us about toys in the past? How are my toys different to those of my parents and grandparents?
Substantive Knowledge	Victorian toys were mostly made of wood Toys now can be electric or use batteries and are made from plastic Teddy bears were a popular victorian toy
Vocabulary	old, new, parents, grandparents

Year 1 / 2 Great Fire of London	
Key Questions	How did the Great Fire of London start, and why did it spread so fast? How was London rebuilt after the Great Fire?
Substantive Knowledge	Fire started in 1666 Fire started in a bakery in Pudding Lane Samuel Pepys wrote a diary about the fire
Vocabulary	Great Fire of London, 1666, Samuel Pepys, diary, Pudding Lane

Year 1 / 2 Seaside	
Key Questions	What are the features of a seaside holiday? Can you compare and contrast seaside holidays then and now?
Substantive Knowledge	Trains allowed people to visit the seaside Punch and Judy was a popular show in Victorian times
Vocabulary	Punch and Judy

Year 1 / 2 Pirates	
Key Questions	What was life like on board a pirate ship? How does Blackbeard compare with Anne Bonny?
Substantive Knowledge	Pirates attacked ships and stole from them Anne Bonny was a female pirate who dressed as a man
Vocabulary	pirate, Blackbeard, Anne Bonny

Year 1 / 2 Kings, Queens and Castles	
Key Questions	How have kings and queens changed from the past to the present day? Why were castles built and how did they protect people?
Substantive Knowledge	William I is a King from the past and King Charles is the present day King. Castles were built for important people, often on hills to protect them from attack and to show their money and power.
Vocabulary	King, queen, monarch, reign, protect

Year 1 / 2 Up, Up and Away!	
Key Questions	Who is Neil Armstrong and why is he famous? Who is Mae Jemison and why is she famous?
Substantive Knowledge	Neil Armstrong was the first man on the moon. Mae Jemison was the first black female that travelled into space.
Vocabulary	Astronaut, voyage, Neil Armstrong, Mae Jemison

Year 1 / 2 Explorers	
Key Questions	Who was Captain Scott and why is he famous today? Can we compare different explorations?
Substantive Knowledge	Scott and 4 men reached the South Pole A team from Norway reached the South Pole before Scott
Vocabulary	Captain Scott, expedition, polar explorer, South Pole, Antarctica

Year 1 / 2 Remembrance	
Key Questions	What is Remembrance Sunday?
Substantive Knowledge	World War II ended on the 11th hour of the 11th day of the 11th month (11am on 11th November) We wear poppies because they were the first flowers to grow in the fields We remember the dead with a 2 minute silence, laying wreaths and attending a service
Vocabulary	Remembrance, poppies

Year 3 / 4 Romans	
Key Questions	Who were the Romans and what did they do? What has survived from the Roman invasion in York today?
Substantive Knowledge	Boudicca was the Queen of the Iceni tribe and revolted against the Romans. Romans built roads to trade, defend and attack and communicate more easily. Hadrian built a wall to defend roman land from the Picts
Vocabulary	Invade, empire, Boudicca, fort

Year 3 / 4 Stone Age	
Key Questions	What was it like to live in the Stone Age? What was the Bronze Age and the Iron Age?
Substantive Knowledge	The stone age is divided into three times; Paleolithic, Mesolithic and Neolithic Bronze was important for trading, farming and fighting People lived on hillforts in the Iron Age
Vocabulary	Prehistory, nomad, palaeolithic, mesolithic, neolithic, bronze, iron, hillfort

Year 3 / 4 Anglo Saxons	
Key Questions	Who were the Anglo Saxons and what did they do?
Substantive Knowledge	The Angles and Saxon tribes invaded Britain from Germany, Holland and Denmark King Alfred fought off the Vikings and built the kingdom of England
Vocabulary	Angles, Saxons, Sutton Hoo, Alfred the Great

Year 3 / 4 Vikings	
Key Questions	Why do the Vikings have a bad reputation? Were the Vikings successful invaders?
Substantive Knowledge	The Vikings came from modern day Scandinavia They travelled in longships They claimed land for themselves and stole goods to trade
Vocabulary	Longboat, raid, Danelaw

Year 3 / 4 Leisure & Entertainment	
Key Questions	How has leisure and entertainment changed through British history?
Substantive Knowledge	Colour films with sound replaced black and white ‘silent’ films In the 1960s every household had a radio which spread music and news The ‘twist’ dance was invented in the 1960 and changed how people danced

Vocabulary	Silent movies, talkies, swinging sixties, internet, world wide web

Year 5 / 6 The Greeks	
Key Questions	What can we find out about life in Ancient Greece? How have the Ancient Greeks influenced our lives?
Substantive Knowledge	The Olympic games were held to honour the gods The Greeks invented many things e.g. theatre, democracy, the first alphabet, mythology Alexander the Great was a brilliant military leader and helped expand the Greek Empire by conquering new cities In Athens women were not allowed to vote and they could not attend school. In Sparta women were treated as equals and could vote.
Vocabulary	Democracy, Olympics, Senate, Sparta, Athens, Alexander the Great

Year 5 / 6 Crime and Punishment	
Key Questions	How has crime and punishment changed over time?
Substantive Knowledge	Romans were the first civilisation to have trials The first police officers were introduced by Robert Peel in the Victorian times Prisons existed throughout history but conditions only improved in the Victorian times Today in a trial we have a judge and jury who will decide the outcome of a trial
Vocabulary	judge, jury, democracy, law, execution, victim, trial

Year 5 / 6 The Egyptians

Key Questions	Who were the Ancient Egyptians, and where and when did they live?
Substantive Knowledge	Tutankhamun was a young pharaoh who restored the worship of the old gods Settlements were built along the banks of the River Nile When you died your body was mummified
Vocabulary	Pharaoh, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Pyramid

Year 5 / 6 The Mayans	
Key Questions	Who were the Maya and how do we know so much about them?
Substantive Knowledge	The Maya lived in an area of North America called Mesoamerica (now Central America) The Maya worshipped many different gods who they believed were responsible for different aspects of their life There were many different reasons that cacao was grown by the Maya e.g. climate, space and taste
Vocabulary	Cacao, Fair trade, pyramid, bloodletting, sacrifice.