

History Knowledge Sequencing at Osbaldwick Primary Academy

EYFS Building the foundations for History at Osbaldwick Primary Academy		
Nursery		
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.		
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	Knowledge and Interpretation	Historical Enquiry
Has a recollection of events that have happened on previous occasions.	Knows some things that have happened in their family that are special to them or have particular meaning to them.	Talks about events that have meaning to themselves and their family that have happened in the past.

EYFS Understanding the World: Early Learning Goals at Osbaldwick Primary Academy

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.

Reception Historical Topics: Life stories so far/comparing baby photos and now, Houses past and present, school story so far

Chronological Understanding

- Use some historical vocabulary related to the past including: the past and now, today and yesterday.
- Begin to make sense of their own life story.

Knowledge and Interpretation

- Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits.

Historical Enquiry

- Talk about the lives of people around them and their roles in society.
- Compare and contrast characters from stories, including figures from the past (artists etc.) drawing on their experiences and what has been read in class.
- Can comment on images of familiar situations in the past including looking at photographs of the local areas in the past such as the chocolate works.

Year 1: Historical understanding, Knowledge and Skills objectives

Year 1

The historical learning strands of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the Historical Topics.

Year 1 Historical Topics Cycle A: Toys, Great Fire of London, Seaside and Pirates

Year 1 Historical Topics Cycle B: Homes, Transport, Explorers and Remembrance

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Interpretations of History
<ul style="list-style-type: none"> Sequence events in their own life Make timeline of own life Sequence 3 artefacts or photographs from distinctly different periods of time Match objects to people from different ages 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Find out about people and events Find out why people did things in the past Know about some similarities and differences in ways of life at different times Know and recount stories from the past 	<ul style="list-style-type: none"> Sort artefacts into 'then' and 'now' Find answers to simple questions about the past from artefacts 	<ul style="list-style-type: none"> Understand which stories and images are fact and which are fiction Compare adults talking about the past, how reliable are their memories?

Year 2: Historical understanding, Knowledge and Skills objectives

Year 2

The historical learning strands of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the Historical Topics.

Year 2 Historical Topics Cycle A: Toys, Great Fire of London, Seaside and Pirates

Year 2 Historical Topics Cycle B: Homes, Transport, Explorers and Remembrance

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Interpretations of History
<ul style="list-style-type: none">Describe memories of key events in own lives on a timelineSequence significant events in history in chronological order closer together in timeSequence 3 or 4 artefacts or photographs from distinctly different periods of time	<ul style="list-style-type: none">Find out about people and eventsUnderstand why people did things in the past and what the consequences of events wereIdentify differences and similarities between ways of life at different timesKnow and recount events from the pastStudy change through the lives of significant individuals	<ul style="list-style-type: none">Sequence artefactsUse a source to make simple observations; ask who, what, where, when, how and why	<ul style="list-style-type: none">Compare photos and images of people in the pastIdentify different ways to represent the past using evidence and sources

Year 3: Historical understanding, Knowledge and Skills objectives

Year 3

The historical learning strands of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the Historical Topics.

Year 3 Historical Topics Cycle A: Stone Age and Romans in Britain

Year 3 Historical Topics Cycle B: Anglo Saxons and Vikings, Leisure and Entertainment

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Interpretations of History
<ul style="list-style-type: none"> Placing the time studied on a timeline Use dates and terms relating to the period studied Sequence at least 5 artefacts/ sources 	<ul style="list-style-type: none"> Find out about everyday lives of people in the time studied Understand and explain why people did things in the past and identify reasons and results of actions Compare with our life today Identify key features and events of time studied Know about Ancient Civilisations 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details in artefacts Ask simple questions to discuss effectiveness of sources Begin to research of given material 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Look at representations in the period through artefacts and sources

Year 4: Historical understanding, Knowledge and Skills objectives

Year 4

The historical learning strands of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the Historical Topics.

Year 4 Historical Topics Cycle A: Stone Age and Romans in Britain

Year 4 Historical Topics Cycle B: Anglo Saxons and Vikings, Leisure and Entertainment

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Interpretations of History
<ul style="list-style-type: none"> Place events from periods studied on a timeline Date events and understand AD and BC Sequence 5 or more events from the period studied 	<ul style="list-style-type: none"> Use evidence to construct life in time studied Look for links and effects of why people did things and begin to suggest reasonable explanations for some events Compare an aspect of life with the same aspect of another Identify and explain key features and events Develop a broader understanding of Ancient Civilisations Study change through the lives of significant individuals across a theme and compare 	<ul style="list-style-type: none"> Use evidence in sources to build up a picture of a past event Choose relevant sources to present a picture of the past Ask a variety of questions to discuss effectiveness of sources Use the library and internet for research 	<ul style="list-style-type: none"> Look at evidence and evaluate usefulness of different sources Begin to use text books and historical information as well as sources

Year 5: Historical understanding, Knowledge and Skills objectives

Year 5

The historical learning strands of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the Historical Topics.

Year 5 Historical Topics Cycle A: Ancient Greeks, Crime and Punishment

Year 5 Historical Topics Cycle B: Ancient Egyptians and The Maya

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Interpretations of History
<ul style="list-style-type: none"> Know and sequence key events from period studied and put on a timeline Use relevant terms and dates of the period Make comparisons of different times in the past when sequencing seven artefacts 	<ul style="list-style-type: none"> Study different aspects or people and other differences such as between men and women Examine and begin to explain causes and results of events and the impact on people Compare an aspect of life with the same aspect in more than one other Find out about life in early and late times studied and compare / contrast Study an Ancient Civilisation in detail 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use a range of sources to find out about an aspect of time in the past and understand their usefulness Select relevant sections of information to ask and answer a variety of more complex questions Use the library and internet for research with increasing independence 	<ul style="list-style-type: none"> Compare accounts of events from different sources and begin to offer reasonable explanations for different versions of events Gather different source to study

Year 6

The historical learning strands of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the Historical Topics.

Year 6 Historical Topics Cycle A: Ancient Greeks, Crime and Punishment

Year 6 Historical Topics Cycle B: Ancient Egyptians and The Maya

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Interpretations of History
<ul style="list-style-type: none"> Place current study on timeline in relation to other periods studied Accurately relevant terms and dates of the period Make comparisons of different times in the past when sequencing up to ten artefacts 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Write own explanation about past events in terms of cause and effect, using evidence to support and illustrate Compare beliefs and behaviour with other times studied Know key dates, characters and events of time studied Compare and contrast Ancient Civilisations Study and discuss change through the lives of significant individuals across a theme and compare 	<ul style="list-style-type: none"> Identify primary and secondary sources Use a range of sources to find out about an aspect of time in the past and understand their usefulness and discuss reliability Suggest omissions from a range of sources and means to finding out missing information Bring knowledge gathered from several source together in a fluent account 	<ul style="list-style-type: none"> Link source and work out how conclusions were arrived at, understanding that different evidence will lead to different conclusions Confident use of library, internet and sources for research

Year N / R Life stories	
Substantive Knowledge	Use photos (as evidence source). Know the past was when they were babies/younger. Know the present is now.
Vocabulary	Past, present, then, now

Year N / R Homes	
Substantive Knowledge	Name some parts of a castle. Know some people who lived in a castle. Know Queen Elizabeth 1 was a real person. Know that some houses in Osbaldwick/Tang Hall are new and some are old. Know some features of old/new houses eg chimney pots, garages
Vocabulary	Past, present, old, new, same different

Year N / R My School Story	
Substantive Knowledge	Know photos can be used to find out about the past. Know our school is different from when parents, grandparents attended. Know some things are the same. Know Osbaldwick school in Victorian times was different
Vocabulary	Past, present, same, different, Victorian

Year 1 / 2 Toys

Learning Journey Questions	What do different sources tell us about toys in the past? In what ways have toys changed over time? 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 and are named after American president Theodore Roosevelt
Vocabulary	<i>old, new, parents, grandparents</i>

Year 1 / 2 Great Fire of London	
Learning Journey Questions	How did the Great fire of London start, and why did it spread so fast? How do we know about the Great fire of London? How was London rebuilt after the Great Fire?
Substantive Knowledge	Fire started in 1666 Fire started in Thomas Farriner's bakery in Pudding Lane Samuel Pepys wrote a diary about the fire The fire spread quickly because of the wind and the houses are close together
Vocabulary	<i>Great fire of London, 1666, Samuel Pepys, diary, Thomas Farriner, Pudding Lane</i>

Year 1 / 2 Seaside	
Learning Journey Questions	What are the features of a seaside holiday? What did people do at the seaside in 1900 and 1950? Can you compare and contrast seaside holidays then and now?
Substantive	Trains allowed people to visit the seaside

Knowledge	Victorians had bathing machines for people to change in Punch and Judy was a popular show in Victorian times Promenading is where victorian people walked up and down the promenade to be seen by others
Vocabulary	seabathing, Punch and Judy, arcades, bathing machines, promenading

Year 1 / 2 Pirates	
Learning Journey Questions	What was life like on board a pirate ship? What kind of jobs did pirates do on board? How does Blackbeard compare with Anne Bonny?
Substantive Knowledge	Edward Teach was known as Blackbeard because his smoking made his beard black Blackbeard was born just after the Great Fire of London Ann Bonny was a female pirate who dressed as a man Pirates attacked ships and stole from them Pirates ate seabiscuits which were hard biscuits made from flour and water
Vocabulary	pirate, Blackbeard, Anne Bonny, sea biscuit

Year 1 / 2 Homes	
Learning Journey Questions	What kind of homes do we live in today? How do homes from long ago compare to our homes today? What can artefacts tell us about people's homes long ago?
Substantive Knowledge	We live in different types of homes including detached, semi-detached, terraced and flats There was no electricity in Victorian homes Victorian kettles and flat irons were heated on a range / stove Victorians used a washboard and posser / dolly to clean clothes

Vocabulary	homes, artefacts, compare, washboard, posser / dolly
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Year 1 / 2 Transport	
Learning Journey Questions	How has transport changed over time? Who is George Stephenson and what did he invent? How did trains change people's lives in the 19th century?
Substantive Knowledge	George Stephenson built 'The Rocket' Trains were steam powered and are now electric Trains allowed people to travel for holidays and commuting to work
Vocabulary	transport, railways, George Stephenson, The Rocket

Year 1 / 2 Explorers	
Learning Journey Questions	Who was Captain Scott and why is he famous today? How did Scott get to the South Pole and what happened when he got there? Was Scott's polar expedition a success? Why/ Why not?
Substantive Knowledge	Robert Falcon Scott joined the Navy aged 12 and lived his whole life in the service He aimed to be the first to reach the South Pole His first expedition to Antarctica (in 1901) on 'The Discovery' failed due to illness and lack of food. His next expedition (in 1910) on 'Terra Nova' was successful. Scott and 4 men reached the South Pole in January 1912. Amundsen (from Norway) had reached the South Pole the month before (December 1911) <i>Children do not need to remember dates in brackets</i>
Vocabulary	Captain Robert Falcon Scott, expedition, polar explorer, South Pole, Antarctica

Year 1 / 2 Remembrance	
Learning Journey Questions	Why is November 11th known as Remembrance Sunday? How do we commemorate Remembrance Day?
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
Learning Journey Questions	Who was Boudicca? Why did the Romans build roads? What was built on the English/ Scottish border and why? What technology did the Romans introduce? What has survived from the Roman invasion of Britain?
Substantive Knowledge	Claudius successfully invaded Britain in 43AD Boudicca was the queen of the Iceni tribe who revolted against the Romans Romans built roads to trade, invade/ attack and communicate Romans introduced underfloor heating Hadrian built a wall to defend Roman land Roman soldiers use different formations to attack The Roman Empire came to an end in AD410 Children know two reasons why the Empire came to an end in Britain
Vocabulary	Empire, bathhouse, centurion, emperor, chariot, Hadrian's Wall

	Year 3 / 4 STONE AGE
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Learning Journey Questions	<p>Can you compare the Paleolithic, Mesolithic and Neolithic periods of the Stone Age?</p> <p>What is Stonehenge and how was it built?</p> <p>What was found at Skara Brae</p> <p>Why was bronze so important?</p> <p>Can you describe and compare the features of homes from the different prehistoric periods?</p>
Substantive Knowledge	<p>Prehistory means a time before history could be written down</p> <p>The stone age is divided into three times; Paleolithic, Mesolithic and Neolithic</p> <p>Early humans invented tools to meet their basic needs of food and shelter</p> <p>Skara Brae shows the end of a nomadic lifestyle and the beginning of settlements</p> <p>Stonehenge was most likely built around the Midwinter sunset and Midsummer sunrise for ceremonies</p> <p>Bronze was important for trading, farming and fighting</p> <p>People lived in round houses on hillforts in the Iron Age</p> <p>Druids were the priests of the Celts and very important</p>
Vocabulary	<p>Prehistory, hunter-gatherer, nomad, palaeolithic, mesolithic, neolithic, neanderthal, beaker, bronze, roundhouse, hillfort, smelting, iron</p>

	Year 3 / 4 ANGLO SAXONS
Learning Journey Questions	<p>Why did the Saxons invade Britain?</p> <p>What does Sutton Hoo tell us?</p> <p>How did people's lives change under Christianity?</p> <p>Did the Saxons see off the threat of the Vikings?</p> <p>How great was King Alfred?</p>
Substantive Knowledge	<p>The Angles and Saxon tribes invaded Britain from Germany, Holland and Denmark</p> <p>The Anglo Saxons built small villages away from the Roman cities</p> <p>It is believed the remains of King Raedwald was found at Sutton Hoo</p> <p>Anglo Saxons were Pagans who believed in many Gods</p>

	Augustine converted Anglo Saxons to Christianity King Alfred fought off the Vikings and built the kingdom of England
Vocabulary	Angles, Saxons, Jutes, Sutton Hoo, pagan

	Year 3 / 4 VIKINGS
Learning Journey Questions	Who were the Vikings? Why do the Vikings have a bad reputation? Were the Vikings successful invaders? How have modern excavations changed our view of the Vikings and how did they change York? Raiders or Settlers - How should we remember the Vikings?
Substantive Knowledge	The Vikings came from modern day Scandinavia They travelled in longships They claimed land for themselves and stole goods to trade Vikings raided the monastery at Lindisfarne in Northumbria Danelaw was the area in Britain belonging to the Vikings
Vocabulary	Lindisfarne, Danegeld, longboat, raid, Pagan, Danelaw

	Year 3 / 4 LEISURE AND ENTERTAINMENT
Learning Journey Questions	How did leisure and entertainment past times change in Britain? How did cinema change over the 20 th century? How has music trends and technology changed over time? How did young peoples' lives compare in the 1960s to today?

Substantive Knowledge	<p>The first audience to see a moving picture was in 1895 in Paris, France.</p> <p>Colour films with sound came in the 1930s with 'Wizard of Oz' (and others)</p> <p>In the 1960s every household had a radio which spread music and news</p> <p>The Beatles were formed in 1960 and sold more records than any other artist in the 60s</p> <p>Tudor dances were simple country line dances for lower classes, and more complex group dances for upper classes</p> <p>The 'twist' dance was invented in the 1960 and changed how people danced</p> <p>Women wore trousers for the first time in the 1960s and introduced the 'mini skirt'</p> <p>The internet was invented in 1983</p>
Vocabulary	<p>Broadcast, popular culture, technology, silent movies, talkies, swinging sixties, internet, record player, cassettes, ipod, streaming, hit parade, charts, world wide web</p>

Year 5 / 6 The Greeks	
Learning Journey Questions	<p>What can we find out about everyday life in Ancient Greece?</p> <p>Who were the great Greeks?</p> <p>What happened at the Greek Olympic Games?</p> <p>How have the Ancient Greeks influenced our lives?</p>
Substantive Knowledge	<p>Where the Ancient Greeks fit on our timeline</p> <p>There are city-states in Ancient Greece, the main ones we will study are Athens and Sparta</p> <p>Only male, Greeks were allowed to compete in the Ancient Olympic games</p> <p>The Olympic games were held to honour Zeus</p> <p>The Greeks invented many things e.g. theatre, democracy, the first alphabet, mythology</p> <p>Aristotle, Socrates and Plato were Greek Philosophers</p> <p>Alexander the Great was a brilliant military leader and helped expand the Greek Empire by conquering new cities</p> <p>In Athens women were not allowed to vote, they rarely were allowed to leave the house and they could not attend school.</p> <p>In Sparta women were treated as equals, they learnt to fight and could vote.</p>

	<p>That democracy is a system of government, where the whole population gets to vote for people to represent their area.</p> <p>That a senate is a council, or group, of people that decide on issues to be discussed by the wider government and citizens.</p>
Vocabulary	Democracy, City-state, Olympics, Senate, Citizen, Philosopher, Mythology, Sparta, Athens, Alexander the Great

Year 5 / 6 Crime and Punishment	
Learning Journey Questions	<p>How do we know what crime and punishment was like a long time ago?</p> <p>How was crime detected and criminals tried in Roman times?</p> <p>Was punishment fair during anglo saxon and viking periods?</p> <p>How has the way crime and punishment improved?</p>
Substantive Knowledge	<p>Examples of punishments in the Roman times (crucifixion, penalty of the sack, decimation, tarpeian rock)</p> <p>Romans were the first civilisation to have trials although they were not a fair trial as the richer you were, the better your outcome</p> <p>Examples of punishments in the Viking times (ordeal by water, ordeal by fire, a fine, iron bar ordeal, being outlawed)</p> <p>That Viking punishments were decided at a 'thing'</p> <p>That Viking punishments could also be settled by a duel to the death</p> <p>Treason is a crime against the King whereby you want to kill or overthrow the crown</p> <p>The first police officers were introduced by Robert Peel in the Victorian times</p> <p>Prisons existed throughout history but conditions only improved in the Victorian times</p> <p>Prisons were initially designed to hold prisoners awaiting their punishment but from the 19th Century onwards became a form of punishment in themselves</p> <p>Capital punishment (the death penalty) was abolished in England in 1965</p> <p>Today in a trial we have a judge and jury who will decide the outcome of a trial</p>

	Today we have restorative justice as well e.g. Community service
Vocabulary	judge, jury, democracy, capital punishment, law, execution, treason, victim, trial

Year 5 / 6 The Egyptians	
Learning Journey Questions	Who were the Ancient Egyptians, and where and when did they live? Why was the River Nile essential to the survival of the Ancient Egyptians What can sources and artefacts tell us about the Ancient Egyptian beliefs about life and death? Can you compare Ancient Egypt to another ancient civilisation that you have studied?
Substantive Knowledge	Where the Ancient Egyptians fit on our timeline Tutankhamun was a young pharaoh who restored the worship of the old gods His tomb was discovered by the Egyptologist Howar Carter on 4th November 1922 Settlements were built along the banks of the River Nile The River Nile was essential for transport and irrigation They used a Shaduf to water their crops Canopic jars were used to store 4 organs that the Egyptians thought were important When you died your body was mummified Your heart was weighed on the scales of Truth The aim was to go to The Kingdom of Osiris where you were reborn again into the same life
Vocabulary	Pharaoh, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Egyptologist and Pyramid

Year 5 / 6 The Mayans	
Learning Journey	Who were the Maya and how do we know so much about them?

Questions	<p>What did the Maya believe?</p> <p>Why were they so fond of chocolate?</p> <p>Why did the thriving Maya civilisation decline then cease to exist?</p>
Substantive Knowledge	<p>The Maya lived in an area of North America called Mesoamerica (now Central America)</p> <p>Maya society was organised into city states and each one had its own King</p> <p>City states traded with each other and fought each other for power</p> <p>They Maya believed in hundreds of different nature gods (God of maize, sun and fire)</p> <p>Each city had a temple where people worshipped gods, offered gifts and blood sacrifices</p> <p>Chocolate was considered a gift from the gods and they used it for sacred ceremonies and funeral offerings</p> <p>The Maya believed chocolate was an energy booster with medicinal qualities</p> <p>Some theories for the Maya decline are disease, drought, population decrease and natural disasters</p>
Vocabulary	<p>Cacao, Fair trade, pyramid, bloodletting, cenote, Popol Vuh, Tzolkin, sacrifice.</p>