



# HISTORY

All enquiries are taught on a 2 year cycle. Year A starts in the September of an even year (e.g. 2020, 2022 etc). Year B starts in the September in an odd year (2021, 2023 etc).

The questions in blue are our enquiry titles. National Curriculum coverage for this subject that is linked to the enquiry is in the box to the right along with key learning milestones. If the box is blank, this means that this subject is not covered in the enquiry.

## EYFS

### Understanding the World (History Focus)

#### Educational Programme:

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children's vocabulary will support later reading comprehension.

#### Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...

- To know about Hawkesbury people, places and traditions
- To talk about their past using appropriate vocabulary and find out how life has changed from when their parents were little (toys, traditions, houses, technology)

## YEARS 1 AND 2

YEAR A OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
What is home?	
How are schools the same?	
How can we help?	
<p>What did Brunel do for Great Britain? (YR2)</p> <p><u>The Big Idea</u></p> <p>Initially learners are immersed into design and engineering and learn about I.K.Brunel and the influence he had on Britain, whilst the Practise stage is very experiential, applying knowledge. ‘Significance’ (below) plays a key part here, understanding the concept of legacy, as does ‘strengthening’, a core concept of engineering.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>Rosie Revere, Engineer</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases relating to the passing of time;</li> <li>- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods;</li> <li>- Use a wide vocabulary of everyday historical terms;</li> <li>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events;</li> <li>- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- They know where I.K. Brunel fits within a chronological framework and can use words relating to the passing of time.</li> <li>- Learners begin to understand some ways in which we learn about significant people in the past – through what they have left behind. They can identify similarities &amp; differences between different periods.</li> <li>- Learners understand that historians collect different types of information about the past including pictures, text from newspapers and that these are called sources.</li> </ul>
What is my hat made of?	
How do we live a healthy life?	
<p>How will we get around in the future? (YR2) (Supporting SoB)</p> <p><u>The Big Idea</u></p> <p>Using the past to inform the future is the essence of this enquiry, i.e. not reinventing the wheel but a new form of transport. This requires learners to be able to identify what was used in the past and how it has changed and why. Aero and aqua dynamics do not need to be taught at this stage, but learners may observe how ‘air and water easily flow around’.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>Lights on Cotton Rock</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases related to the passing of time;</li> <li>- Know where the people and events they study fit within a chronological framework;</li> <li>- Ask and answer questions to show</li> <li>- They understand key features/events.</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally or globally.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can ask and answer questions to show they understand key features/events.</li> </ul>
What could my classroom be made out of? (YR2) (Supporting SoB)	
	History skills: (Know of)

<p><u>The Big Idea</u> Materials are either natural or made (not 'man-made') and are used in buildings and parts of construction for a reason, not just because they look good. Children understand that material choice is often a mixture of strength, joining ability and aesthetics. This is a combination of Science and Engineering and learners need to understand by this stage that one helps the other.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• 3 Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can use words relating to the passing of time.</li> </ul>
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<b>YEAR B OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
<u>What grows near me?</u>	
<p><u>How could we play in different ways? (YR1)</u> <u>The Big Idea</u> Learners should be able to say what has changed over time within living memory, i.e. within their Grandparents' childhood. They should be able to use past and present tense confidently; terms to compare and contrast how things have changed, e.g. 'They used to play with wooden toys that you moved a long time ago, but now lots of toys are made of plastic and are electric.'</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• Traction Man, Mini Grey</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Develop an awareness of the past using common words and phrases related to the passing of time;</li> <li>- Use a wide vocabulary of everyday historical terms;</li> <li>- Ask/answer questions, choosing and using parts of stories and other sources to show they understand key features of events;</li> <li>- Understand some of the ways in which we find out about the past.</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- Changes within living memory. This can link to local history where possible</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners use a wide vocabulary of what and how things have changed within living memory.</li> <li>- Learners understand that games have changed. They can use common words related to the passing of time.</li> <li>- They can articulate differences in games created compared to games of a past era (Victorian for instance).</li> </ul>
<u>What do artists do?</u>	
<u>Where is my school?</u>	
<u>What might I do in the future?</u>	
<u>How do plants grow around us?</u>	
<p><u>Who helps who? (YR1)</u> <u>The Big Idea</u> The Giving City theme is everything in this enquiry. Looking at people who choose to engage in jobs that are about helping others, often without regard to their own safety. A comparison between a locally significant and a more well-known significant individual is also a direction you could take.</p>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>- Use a wide vocabulary of everyday historical terms</li> </ul>

<p>Class Text:</p> <ul style="list-style-type: none"> <li>• Brave Nurses</li> <li>• Grandad's secret giant</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>- Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- Significant historical events, people and places in their own locality</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners use common words and phrases related to the passing of time, i.e. 'When the nurse came in she talked about how she wanted to be one when she was at school'.</li> <li>- Learners know where events fit chronologically on a timeline. They can use a wide vocabulary of historical terms</li> <li>- Learners know we might find out about the past. Learners can describe what makes someone special enough to be a significant historical figure.</li> <li>- Learners use drama to show their understanding by asking and answering historical questions.</li> </ul>
<p>What am I?</p>	
<p>How do we move around?</p>	

## YEARS 3 AND 4

YEAR A OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
<p><u>How can we switch off?</u></p> <p><u>Why do we live here? (YR4) (Supporting SoB)</u> <u>The Big Idea</u> Learners must understand that this is HUMAN GEOGRAPHY. The important thread through this enquiry is settlement - both locally to the learner but also historically through time. As both geographers and historians, learners explore the important links between the two and the ancient civilisation should provide clear opportunities to a study of the locality through either rivers/land use. Migration is another key theme that could be explored.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>The Day War Came</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>A chronologically secure knowledge &amp; understanding of British, local and world history</li> <li><b>Establishing clear narratives within and across the periods</b></li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li><b>The achievements of the earliest civilizations – an overview of where &amp; when the first civilizations appeared &amp; an in-depth study of one: the Indus Valley/Ancient Sumer/Shang Dynasty.</b></li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>Learners use geographical and historical vocabulary to support understanding of settlements today and in the past.</li> </ul>
<p><u>What is creativity?</u></p>	
<p><u>What is the difference between noise and sound?</u></p>	
<p><u>Why are more people becoming vegetarian?</u></p>	
<p><u>Who has stood here before us? (YR4)</u> <u>The Big Idea</u> This enquiry is a look back through time at some of the inhabitants of the local area to find out where they came from. It is about settlement and why different people settled (or didn't), what they brought with them and what they left behind. It looks through history and establishes that each settler came and stayed and then left). It starts to consider the impact of rule, rulers, countries and empires.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>Arthur and the Golden Rope</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>Note connections, contrasts and trends over time</li> <li>Develop the appropriate use of historical terms</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>The settlement of Britain by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A local history study</li> </ul> <p>Learning milestones:</p>

	<ul style="list-style-type: none"> <li>- Learners can compare and contrast the lives of those from the Anglo-Saxon, Viking and Norman eras. They can understand how working scientifically supports historical understanding.</li> <li>- Learners can gather, record and present evidence. They are introduced to secondary sources to establish proof of other historical era. They are able to create a simple pinch pot with decorative features.</li> <li>- Learners use the skills they have learnt as a historian to start their monologues and as an artist to create a pinch pot head with features.</li> <li>- Learners compare and contrast the four different historical periods using appropriate historical vocabulary with reasons for their decisions.</li> </ul>
Where does our water come from?	
What should you flush down the loo?	

YEAR B OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
<p>How can we find out about people in the past? (YR3)</p> <p><u>The Big Idea</u></p> <p>This enquiry is the starting point to Being a Historian in Key Stage 2 - it is written to be non-era specific so that learners are immersed in how to be a historian without focusing on in-depth knowledge of a time or place. It is an excellent opportunity to look at primary sources for the first time and build some information for a wider local history study. The question to be asked is: how do we know? Proof is required. Chronology is always going to be a key thread with the understanding of eras being continuous.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• Journey</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>- <b>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</b></li> <li>- <b>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</b></li> <li>- <b>Understand how our knowledge of the past is constructed from a range of sources.</b></li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- A local history study, where appropriate</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners understand that the past is represented in different ways and they can name some great artists, architects and designers in history.</li> <li>- Learners ask historically valid questions and begin to understand how our knowledge of the past is constructed from a range of sources.</li> <li>- Learners can use maps (incl. digital) and note historical connections.</li> <li>- Learners have developed chronological knowledge.</li> </ul>
How can you feel the force?	
What is underneath our feet?	
<p>Why did people travel in the past? (YR3)</p> <p><u>The Big Idea</u></p> <p>Travel and exploration are key to this enquiry and the time period is dependent on what is of interest - the Tudor time period was one of great expansion and travel. Trade can be introduced very simply as this was often a</p>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>- note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> </ul>

<p>reason for travel. Migration is a further thread that could be followed. Learners will build on the previous historian skills to find out more about an era of history that is relevant in their local area.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• The Lost Homework</li> </ul>	<ul style="list-style-type: none"> <li>- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- Local history study</li> <li>- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Through a local area study, learners understand its role in exploration and discovery across history.</li> <li>- Learners develop a deeper chronological knowledge of history beyond 1066 and can put the given time period/s on a timeline.</li> </ul>
<p>What is the difference between surviving and being healthy?</p>	
<p>How do plants die?</p>	
<p>Where does the darkness come from?</p>	

## YEARS 5 AND 6

YEAR A OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
What does the Earth look like from the solar system?	
How are you helping to save our planet?	
How can science help the homeless?	
What do forces actually do?	
Where is our twin?	
<p><b>How can we show what we believe in? (YR5)</b></p> <p><u>The Big Idea</u></p> <p>This enquiry enables learners to consider belief and their own beliefs whilst comparing it to the beliefs of others in the past. In this enquiry we have chosen the early Maya - as they are still around today but their lives in South America are often unknown by children. We have suggested that they compare early Mayan belief with that of another civilisation that they might have studied before. This could be the Egyptians whose belief system has similarities to the Maya. But a comparison with the current day is most important. Being an Artist pulls this enquiry together as so many of the artefacts are elaborate and tell a strong story.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• Norse Mythology</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Develop a chronologically secure knowledge and understanding of British, local and world history;</li> <li>- Note connections, contrasts and trends over time; Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance;</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information;</li> <li>- Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners develop a secure chronology of belief systems from the Mayans and another contrasting era. They are able to note connections/contrasts over time, and how scientific evidence can be used to support or refute ideas and arguments.</li> <li>- Learners develop a secure chronology of world history. They understand how our knowledge of the past is constructed from a range of sources – including scientific, technological and artistic.</li> <li>- Learners understand that religion and belief are different. They are able to construct responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
<p><b>Who is trading with whom? (YR5)</b></p> <p><u>The Big Idea</u></p> <p>This is a longitudinal historical enquiry - taking one aspect and exploring it through different periods of history post 1066. This does not mean that other areas of pre-1066 history that are relevant to the enquiry, cannot be mentioned and the Romans is a specific era that has a very strong link to trade. The theme is trade - and depending on the area to be studied, whether very local to the school or the village/town/city or even region that you are located in. Trade and</p>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study;</li> <li>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms;</li> <li>- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;</li> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> </ul>



<p>currency/coins/money/food are perfectly linked and this will support the interdisciplinary skills of PSHE and D&amp;T.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>The Rabbits</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>A local history study;</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a history of Trade in the local area.</li> <li>The Roman Empire and its impact on Britain - TRADE/EMPIRE</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>Learners can use their knowledge of chronology to create a timeline of trade in their locality.</li> <li>Learners are able to note connections and trends over time. They can explain the different periods of trade history with a focus on trade during Roman Times and their local area since 1066.</li> <li>Learners address historical questions, use maps and historical information to recreate the chronology of their local area and evaluate their ideas. Learners set their own evaluation criteria.</li> <li>Learners can make thoughtful selections of relevant historical information, and through geography. Learners clarify the meaning of trade in the past and modern day.</li> </ul>
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YEAR B OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
<p><a href="#">How do we all live together? (YR6)</a></p> <p><u>The Big Idea</u></p> <p>This is an enquiry that unpicks democracy - from being Historians and looking at the impact of the work of the Ancient Greeks through to our world today. It reflects on the starting of democracy and considers other ways that countries are governed including looking at the monarchy, dictatorships, and into a full democracy. This enquiry does not stop you looking at other areas of how the Greeks influenced our lives today but it puts government at the heart of it.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>The Adventures of Odysseus</li> <li>You Rule!</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>Who were the Ancient Greeks and what have been their major achievements?</li> <li>How does our understanding of Ancient Greek power systems influence our society today?</li> </ul>

	<ul style="list-style-type: none"> <li>- Learners understand how to research and debate issues and events using their knowledge of Ancient Greek Society.</li> <li>- Learners understand how to select relevant and pertinent information to build into a debate - using their historian skills to support their case.</li> </ul>
<p><a href="#">How are lives saved? (YR6) (Supporting SoB)</a>  <a href="#">The Big Idea</a></p> <ul style="list-style-type: none"> <li>• Local history study – Edward Jenner</li> </ul> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• The Fastest Boy in the World</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Note connections and contrasts over time and regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- Local history study - local medical pioneer/ history of a local hospital</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Compare and contrast with past and present opinions.</li> </ul>
<p><a href="#">Linnaeus or Darwin – how are they connected? (YR6) (Supporting SoB)</a>  <a href="#">The Big Idea</a></p> <ul style="list-style-type: none"> <li>• Historical sources linked to Darwin and Linnaeus</li> </ul> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• Darwin’s Dragon</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms;</li> <li>- Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Understand how our knowledge of the past will come from a variety of sources.</li> </ul>
<p><a href="#">Where does our food really come from?</a></p>	
<p><a href="#">Why are shadows important?</a></p>	
<p><a href="#">What is my carbon footprint?</a></p>	
<p><a href="#">Who were the great engineers? (YR6)</a>  <a href="#">The Big Idea</a></p> <p>Looking at engineering through history and how engineering advancement has been made possible through the comparison of who achieved most the Victorians or the ancient Britons. As engineers, learners design, make and evaluate a range of engineering including architectural design. As historians, learners are encouraged to critically evaluate between two distinct eras of history.</p> <p>Class Text:</p> <ul style="list-style-type: none"> <li>• The Boy with the Bronze Axe</li> </ul>	<p>History skills: (Know how)</p> <ul style="list-style-type: none"> <li>- Note connections, contrasts and trends over time.</li> <li>- Develop the appropriate use of historical terms.</li> <li>- Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p>History knowledge: (Know of)</p> <ul style="list-style-type: none"> <li>- Changes in Britain from the Stone Age to the Iron Age.</li> <li>- A study of an aspect/theme in British history that extends pupils’ chronological knowledge beyond 1066 (This could also be linked to their locality).</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners begin to understand how key events and/or individuals in design and technology have helped shape the world.</li> </ul>