

History - Knowledge Sequencing Summary

The key knowledge of our history curriculum ensures that the following themes are progressive through the school.

Phase 1 (Y1&2) End Point Strands – Colour Key	
<p>Knows that Changes occur over time and to consider specific changes within a historical context. <i>Objects and events in History reflect the era in which they occurred.</i></p>	<p>Recalls specific individuals associated with an historical era <i>To develop knowledge of the role of significant women in history.</i></p>
<p>Recalls specific Dates associated with an historical era.</p>	<p>Knows that primary sources were created at the time of the study and that a secondary source was created after it.</p>

Year 1

Knowledge Summary								
Autumn: Toys from the Past	Spring: The Moon Landing				Summer: Stoke Newington			
<p>Toys have changed over time, as a result of advances in technology and available materials.</p> <p>We can learn from people's memory of the past.</p>	<p>The order of events leading to the moon landing within a worldwide context (eg The Space Race).</p>	<p>Significant figures include Neil Armstrong and Buzz Aldrin.</p> <p><i>Women played a significant part in the Apollo mission and throughout the history of space exploration.</i></p>	<p>Films and photographs taken at the time help us to find out about what happened.</p>	<p>Exploration has changed over time owing to advancements</p>	<p>Stoke Newington has changed over time from the 'small villages' era to the modern day. These changes involve transport, buildings and the way they are used (including local shops)</p>	<p>Daniel Defoe was a significant local author. Mary Wollstonecraft (1759-1797) was a local reformist and pioneer for equal rights for women. William Patten was an author, scholar and government official who established a school when he rebuilt St Mary's Old Church in 1563. Frank Bostock (1866-1912) owned a travelling circus and is buried in Abney park Cemetery.</p>	<p>Hackney was once a number of small villages (43AD-1150).</p> <p>Sutton House in Hackney was built in Tudor times.</p> <p>William Patten School was built in the Victorian Era.</p>	<p>We can learn about the past by visiting an historical building or home.</p> <p>We can find out about the past from books, paintings and photographs, as well as what was written down and recorded at the time.</p>

Year 2

Knowledge Summary									
Autumn: The Great Fire of London	Spring: Mary Seacole and Florence Nightingale				Summer: History of Flight				
<p>Houses have changed over time and the spread of the fire was exacerbated by the materials used at the time.</p> <p>Advances in technology would prevent the spread of a similar fire today.</p>	<p>That the great fire occurred centuries before the eras previously studied.</p>	<p>Because the fire happened so long ago, we rely a lot on what people wrote about the fire at the time but we can also find things out from books that were written later by researchers.</p>	<p>Significant figures include Samuel Pepys, Thomas Farryner, Sir Christopher Wren and King Charles</p>	<p><i>Florence Nightingale and Mary Seacole</i> became highly regarded in their field. Florence Nightingale is noted for her influence on modern medicine</p>	<p>Because the Crimean war was 200 years ago, hospitals were not as sanitary and there were limited means to treat patients</p>	<p>Advances in scientific understanding and technology supported the development of aviation.</p>	<p>Montgolfier Bothers invented the hot air balloon.</p> <p>The Wright brothers flew the first aeroplane (1903).</p> <p>Bessie Coleman (1892-1926) was the first black woman to earn a pilot's license.</p>	<p>Historical fascination with flight (Ancient Greece and Renaissance)</p> <p>First hot air balloon flight 1783.</p> <p>First plane flight 1903.</p>	<p>We can learn from stories of the past.</p> <p>Early films (black and white) can indicate how past scientific understanding and technology was different .</p>

Phase 2 (Y3 & 4) End Point Strands – Colour Key

<p align="center">Makes connections between historical settings and contexts. Knows how significant events within the eras studies had an impact on the future.</p>	<p align="center">Can name specific eras, peoples and individuals and relates these to local and worldwide history. <i>To develop knowledge of the role of significant women in history.</i></p>
<p align="center">Demonstrates an understanding of the chronology (including key dates) of the eras studied.</p>	<p align="center">Draws from historical sources and relevant information to make connections between the past and present Can state aspects of the past that are relatable to the present day.</p>

Year 3

Knowledge Summary

Autumn: Stone Age, Bronze Age, Iron Age				Spring: The Impact of WWII on the Local Area			
<p>The stone age was a prehistoric era which occurred before the previous eras studied</p> <p>As time went on, people were able to make tools out of bronze and iron.</p>	<p>The Stone Age was dominated by the use of stone tools.</p> <p>The homes that people lived in were influenced by the availability of natural materials.</p> <p>Advances led to social and economic change and the concept of wealth.</p>	<p>Advances were made during the eras in specific areas, including towns, defences and trade.</p>	<p>What we know about this period is largely informed by artefacts, as it was so long ago.</p>	<p>WWII is an aspect of 'Modern History'</p> <p>The chronology of International events leading to and during WWII.</p>	<p>Key figures include Neville Chamberlain, Winston Churchill and Adolf Hitler.</p> <p>Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis.</p> <p>90% of all able bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 2943. https://www.striking-women.org/module/women-and-work/world-war-ii-1939-1945</p>	<p>The war put a strain on available resources and food was rationed.</p> <p>The local area was significantly affected by bomb damage</p>	<p>Diaries can provide a first-hand account of historical events and their impact on the individual.</p> <p>We can find out about what an era was like and how it affected people at the time by talking to community members with first-hand experience.</p>

Year 4

Knowledge Summary

Autumn: Romans				Spring: Anglo Saxons				Summer: Vikings	
<p>The Roman Invasion coincided with the Iron Age</p>	<p>The Roman Empire had grown, with a string army, before the invasions of Celtic Britain,</p>	<p>The most significant Celtic Tribe to resist the Roman invasion was the Icini Tribe, led by Boudicca</p>	<p>The legacy of the Roman invasion on life and society in Britain.</p>	<p>The departure of the Roman Empire left Britain vulnerable to invasion from foreign lands.</p>	<p>The Angles, Saxons, Jutes and Picts were from other parts of Europe.</p> <p>The effectiveness of Anglo-Saxon society, depended on the discrete skills of its member.</p>	<p>The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile land of England.</p> <p>The departure of the Romans left Britain vulnerable to invasion.</p>	<p>The Legacy of the Anglo Saxons on Language, place names, defence and literature.</p> <p>The importance of Anglo Saxon Artefacts to inform our current understanding of this era.</p>	<p>The Vikings raided places such as monasteries and pillaged expensive items to trade.</p> <p>The Vikings also wanted to claim land and take over much of Britain.</p>	<p>The Vikings arrived in Britain around AD 787.</p> <p>Their first recorded raid took place in AD 793.</p> <p>By AD878, the Vikings had settled permanently in Britain</p>

Phase 3 (Y5 & 6) End Point Strands – Colour Key

<p>Makes connections between historical eras, as well as between the past and present, recognising contrasts and trends over time and using historical terms accurately.</p>	<p>Demonstrates understanding of the experiences of groups and individuals from within an historical society.</p> <p align="center"><i>To develop knowledge of the role of significant women in history. *</i></p>
<p>Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</p>	<p>Understands how to use a range of sources to develop and deepen knowledge and Can state specific aspects of the legacy of ancient civilisations. Relates their historical understanding to geographical locations and their geographical locations.</p>

Year 5

Knowledge Summary

Autumn: Ancient Egypt				Spring: Changing Power of Monarchs			Summer: Early Islamic Civilisation			
<p>The ancient Egyptian empire lasted about 3000 years, from its unification in 3100BC to its conquest by Alexander the Great in 332BC.</p> <p>The ancient Egyptian civilisation emerged towards the end of the stone age.</p> <p>Egypt was absorbed by the Roman Empire in 30BC.</p>	<p>The ancient Egyptians believed in an afterlife and preserved the body after death.</p> <p>The Pharaoh represented the gods on earth and built temples to honour the gods.</p>	<p>Egypt is in North Africa and 90% of it is desert – Ancient Egyptians lived along the Nile which their society depended on.</p> <p>The ancient Egyptians used hieroglyphics to communicate (the discovery of the Rosetta stone made it possible to interpret hieroglyphic symbols).</p> <p>The discovery of Tutankhamun's tomb and related events were widely reported in the press at the time.</p>	<p>A Pharaoh was an Egyptian King who owned all the land, made laws, collected taxes and defended Egypt.</p> <p>Howard Carter Discovered Tutankhamun's tomb in 1922</p>	<p>The events of the battle of Hastings were recorded in the Bayeux tapestry.</p> <p>England, Scotland and Ireland were frequently antagonists in the past.</p>	<p>Death of Edward the Confessor (1066) and subsequent competition for the throne – Harold Godwinson, William of Normandy, Harold Hardrada and Edgar Atheling.</p> <p>Tudor Monarchs and the wives of Henry the VIII</p> <p>Catholic and Protestant Division</p> <p><i>Queen Elizabeth I and the 'Golden Age'</i></p> <p>Francis Drake, William Shakespeare.</p> <p>James I and the unification of Scotland and England.</p> <p><i>Queen Victoria and her influence in Europe.</i></p>	<p>The era took part within the period of Roman and Saxon Britain.</p>	<p>Children gain understanding of what life was like for different groups and individuals in ancient Baghdad.</p> <p>Caliph Al Mansur built Baghdad as the capital of the Islamic empire</p>	<p>Islam was founded in 570ad and had spread to the modern-day countries of Iran, Palestine, Syria, Lebanon, Iraq and Egypt by the middle of the 7th century.</p> <p>Baghdad was built in 725 AD.</p> <p>By 860AD the House of Wisdom had the largest collection of books in the world.</p> <p>Islamic art developed in this period.</p> <p>Bagdad was invaded by the Mongols in 1258.</p>	<p>The legacy of the house of Wisdom in Baghdad included advances to medicine, astrology, science and maths.</p> <p>The world's first hospitals were built in Baghdad.</p> <p>Research and work from the House of Wisdom influenced a later cultural 'rebirth' or 'renaissance' in Europe</p>	

Year 6

Knowledge Summary

Autumn: Ancient Greece				Summer: Discrimination			
<p>The ancient Greek Empire coincides with the end of the ancient Egypt (which was conquered by the Greeks).</p> <p>Greece eventually became a part of the <u>Roman Empire</u>. The Romans conquered Athens in 146 BC.</p>	<p>Key figures from Mythology (Gods, heroes and rulers).</p> <p>Life as a hoplite (including Pheidippides and the battle of Marathon)</p> <p>Home life in Ancient Greece</p> <p>The varying experiences of boys and girls growing up in different parts of ancient Greece.</p>	<p>The first Olympic games took place in 776 in the city state of Olympia.</p> <p>In 490bc, Persian invasion led to the Battle of Marathon</p>	<p>Key achievements of ancient Greeks and their legacy and influence on the modern world; Architecture, Olympics and Sport, Art, Language and Literature and democracy).</p>	<p>The Atlantic slavery trade triangle involved the transportation by slave traders from Europe of enslaved African people, mainly to the Americas between the 16th – 19th centuries.</p> <p>Racial disharmony in America, Britain and Africa, considering prejudice and discrimination (segregation and apartheid), and forms of protest.</p>	<p>The experience of slaves during the slave trade. Sir John Hawkins' role in the slave trade</p> <p>The role of Olaudah Equiano, Thomas Clarkson, William Wilberforce and Quakers in opposing the slave trade.</p> <p>Historical and modern experiences of the Windrush generation.</p> <p>The significance of Jesse Owens Olympic success in 1936.</p> <p>The significance of the 1968 'Black Power Salute' at the Olympics by Tommie Smith and John Carlos.</p> <p>The impact of Rosa Parks protest in 1955 to the civil rights movement.</p>	<p>History of the slave trade from the 16th century to abolition at the end of the 18th century</p>	<p>The Atlantic slavery trade triangle involved the transportation by slave traders from Europe of enslaved African people, mainly to the Americas between the 16th – 19th centuries.</p> <p>Racial disharmony in America, Britain and Africa, considering prejudice and discrimination (segregation and apartheid), and forms of protest</p>

History - Skills Sequencing Summary

The key knowledge of our history curriculum ensures that the following themes are progressive through the school.

Phase 1 (Y1 & 2) End Point Strands – Colour Key	
Can order historical artefacts and key events chronologically	Can articulate historical understanding verbally and through writing.
Can compare related historical and modern objects and consider the influence of an historic event or change in time.	Can illicit information and draw conclusions from primary sources Can use secondary sources to enhance knowledge and understanding of an historical era.

Year 1

Skills Summary										
Autumn: Toys from the Past				Spring: The Moon Landing				Summer: Stoke Newington		
Children put up to three objects in chronological order	Children speak about toys that belonged to their parents and grandparents.	Children describe the characteristics of old toys	Children identify old and new toys and explain similarities and differences.	Children order events of the moon landing.	Children sort expedition items and identify similarities and differences.	Children examine different sources and use these to support ideas and explain what they have learnt. Children identify key achievements by reading secondary sources.	Children write a simple newspaper article about the moon landing using source information.	Develop knowledge of chronology by ordering photographs Compare photos of shops and building form the past to those in the present in the same location***	Carry out enquiry using artefacts that represent the experiences of people living locally in different eras of Hackney's past.****	Deduce information from historical sources (Sutton House - who lived there/how many people/how old is the house/how were houses built? etc)**** Identify changes from the past, such as modes of transport, from historical photographs (primary sources) ***

Year 2

Skills Summary										
Autumn: The Great Fire of London				Spring: Mary Seacole and Florence Nightingale			Summer: History of Flight			
Children order the key events of the fire of London.	Children write about the fire of London, informed by sources of history.	Use a visit to a local landmark (St Paul's Cathedral) to find out about the impact of and subsequent changes as a result of the fire.	Children write about the fire of London, informed by sources of history.	Use a visit to a local landmark (St Paul's Cathedral) to find out about the impact of and subsequent changes as a result of the fire.	Children use sources to draw comparison between present day and past nursing.	Children use primary and secondary sources to find out about Mary Seacole and Florence Nightingale.	Order the events of flight history onto a timeline.	Recall some key facts about the Wright brothers. Act out the story of the Wright brothers' first aeroplane flight and think about how people may have reacted at the time.	Identify and say some differences between the Wright flyer and a modern aeroplane.	Deduce and learn from primary historical sources (early film footage of documenting initial unsuccess of early flying machines)

Phase 2 (Y3 & 4) End Point Strands – Colour Key

Can sequence key events from a significant era showing chronological understanding of the era in comparison to others.	Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era.
Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.	Organises and selects relevant historical information from primary and secondary sources, including artefacts, to draw and convey conclusions in multiple forms. Can use a range of sources and understands how knowledge of the past has been constructed.

Year 3

Skills Summary

Autumn: Stone Age, Bronze Age, Iron Age				Spring: The Impact of WWII on the Local Area			
Order the eras and understand how these fit chronologically to other eras, including ancient civilisations.	Children devise questions about the past to inform investigations.	Compare life in different periods, understanding and describing the reasons for and results of changes, including the influence of natural materials.	Use artefacts, primary and secondary sources to carry out research and inform ideas about what the past was like.	Use a timeline to sequence key events of and leading to the outbreak of WWII.	Follow lines of enquiry to investigate similarities and differences between own lives and those of local children during the war.	Use knowledge of the sequence of events leading to the outbreak of war to make connections with past and current affairs.	Write from the point of view of a child, with historical accuracy, with a focus on local places affected by the war.

Year 4

Skills Summary

Autumn: Romans				Spring: Anglo Saxons				Summer: Vikings		
Sequence key events from Roman History and relate the era to other ancient eras.	Historical enquiry from a range of sources – written accounts, artefacts, guided school trip and an immersive Roman Day experience. Critical thinking by asking questions about the era and making and conveying value judgements.	Use a range of sources to compare Britain and Rome in the same era using a comparative table.	Develop understanding, through the use of artefacts and sources, of how knowledge of this era has been informed.	Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline.	Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources.	Draw conclusion from lettering from the past and present on how the present has been influenced by the past.	Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence.	Order significant events from with the Viking era on a timeline and relate to Anglo-Saxon period.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.	Address and devise historically valid questions prompted from the handing of artefacts.

Phase 3 (Y5 & 6) End Point Strands – Colour Key

Uses chronological awareness to establish clear narratives between and within and across periods studied.	Addresses and devises historically valid questions about change, cause, similarity, difference and significance.
Makes connections and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding.	Organises and selects relevant historical information from primary and secondary sources, including artefacts, to develop and extend knowledge of specific individuals and their experiences and events linked to different eras and places. Uses sources to investigate an initial hypothesis and conveys findings and understanding through a range of forms.

Year 5

Skills Summary

Autumn: Ancient Egypt			Spring: Changing Power of Monarchs			Summer: Early Islamic Civilisation			
Can sequence key events chronologically and relate the overall era to others using a timeline.	Use pictures to create a hypothesis and investigate/find evidence that could support it.	Use artefacts to infer about and draw conclusions about Ancient Egypt. Use different resources, including keys and knowledge of other languages to decode hieroglyphics. Use role play to deepen understanding of the life of a Pharaoh.	Compare and consider the influence and power of historical monarchs and nations to those of the present day	Investigate 'What makes a good monarch?' through artefacts and sources.	Extract information using text and video sources. Evaluate what the key information is regarding a monarch's life to be able to produce relevant and concise historical informative writing. Infer meaning from historical portraiture (Elizabeth I).	Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the House of Wisdom and its legacy. Address and devise historically valid questions about change, cause, similarity and difference and significance through the study of significant discoveries and concepts developed by early Islamic scholars and evaluate the impact of this on the wonder world. Describe how the work of early Islamic doctors has influenced modern medicine.	Identify some similarities and differences between life in Baghdad and London in AD 900. Compare life in the Islamic Empire with that in Europe in the 10th – 11th centuries Compare how early Islamic and European medicine in the Middle Ages was different. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the role of the caliphate in the early Islamic civilisation; act in role to present an opinion to explain why the Sunni or Shia Muslims should have the first caliphate.	create and advert and prospectus for study. Identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.

Year 6

Skills Summary

Autumn: Ancient Greece			Summer: Discrimination			
Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with trade routes from different eras. To note connections and contrasts between modern worldwide religions and who the ancient Geeks worshipped, supported by own research and enquiry.	Use secondary sources to investigate questions about aspects of ancient Greek life and modern society (eg. democracy) and link to aspects of life in athens and Sparta (competitive sport, culture etc) to make comparison. Children follow own lines of enquiry about what life was like for a child in Ancient Greece.	Use a range of primary and secondary sources to be able to convey, through creative writing, what life was like for a hoplite, including narration from a historian via documentaries.	To use primary and secondary sources to investigate and: <ul style="list-style-type: none"> Identify examples and places of discrimination Identify features, places and reasons for slavery Identify examples and places of discrimination Identify examples of the acting against discrimination 	Create own investigative questions	Locate areas in North America of slavery, giving geographical reasons for this. Identify and celebrate evidence of culture in Hackney that originated from the areas the 'slavery triangle'	Create own investigative questions to devise questions and follow a line of enquiry when presented with initial facts from a range of sources. Use sources to prove or disprove hypotheses about impact of slavery on people. Identify and Investigate those who acted against slavery. Analyse and compare textual sources about equality and slavery e.g. Martin Luther King (I have a dream); quotations from Nelson Mandela, Malcolm X, anti-apartheid and modern songs.

