



Attleborough Primary School - History Curriculum: EYFS – Year 6

Attleborough Primary School Curriculum Intent for History

At APS we want our children to think like historians so that they understand that history has shaped the world they live in. Our History curriculum aims to progressively develop historical skills and concepts from the National Curriculum which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills, which are revisited throughout different units, are: Chronological Understanding, Interpretations of History, Historical Enquiry, Continuity and Change, Cause and Consequence and Historical significance. Throughout the different units covered we have clear substantive concepts that are consistently revisited to help our children retain the knowledge they are taught; these include: monarchy, civilisation, empire, settlement, nation, transport, war

Children start to acquire an understanding of the past and how things change from what is familiar to them, when they are in EYFS. In KS1 our pupils start to grasp the concept of people and events beyond living memory. Every year group in KS2 studies a period of British History as well as an Ancient Civilisation, providing them with an understanding that civilisations are interconnected. We include an element of local history and local historical figures into units where appropriate, so children can make links with the significance of historical events to their own locality.



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EYFS Statutory Framework History Related Objectives

Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Historical Skills taught at APS:
 Chronological Understanding C
 Interpretations of History I
 Historical Enquiry E
 Continuity and Change CON
 Cause and Consequence CAU
 Historical significance HS

RECEPTION Key content knowledge.

Autumn Term	Spring Term	Summer Term
Understanding the World, Past and Present	Understanding the World, Past and Present	Understanding the World, Past and Present
Unit: Autumn 1- All about me 1. Pupils will know what they did in the past eg: at home before they came to school 2. Pupils will know we belong to a family of different generations 3. Pupils will know our parents had different types of toys to us today 4. Pupils will know that some stories were written a long time ago 5. Pupils will know changes that happen in their lifetime eg: babies grow into adults. 6. Pupils will know how our local area has changed over time. Unit: Autumn 2 – Special Events Children will learn about events from the past eg: 1. Halloween. 2. Bonfire night and what happened in the past.	Unit: Spring 1 Attleborough and the world around us 1. Pupils will know about Timelines and ordering events using basic chronology and sequencing. 2. Pupils will know about the lives of people around us and their roles in society – comparing police/fire fighters/ doctors/nurses/shop keepers today and 50 years ago. Unit: Spring 2 1. Pupils will know about Pancake day and the History of it 2. Pupils will know how baking bread used to be made compared to now 3. Pupils will know why St Patrick's Day was celebrated in the past and how we celebrate now 4. Pupils will know how farming has changed over the last 50 years	Unit: Summer 1 Traditional tales 1. Pupils will know that dinosaurs were alive a long time ago, before humans 2. Pupils will develop their understanding of the past through stories like 'The hungry caterpillar' – what did he eat in the past 3. Pupils will know that Traditional tales are from the past Unit: Summer 2- Kings and Queens 1. Pupils will know some Past and present Kings and Queens 2. Pupils will know some significant events linked to past (eg. King's coronation, Olympics)



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3. Remembrance. 4. The Christmas story and how presents have changed over time.	5. Pupils will compare toys today to the past. 6. Easter	
Key Vocabulary		
Past, present, parent, grandparent, generation, family tree, toys, stories, time, babies, adults, town, houses, Halloween, bonfire night, fireworks,	Past, present, chronology, order, compare, firefighter, police, nurse, shop keeper, history, celebrate.	Past, present, dinosaurs, King, Queen, traditional, tale, significant.
Enrichment Opportunities		
<ul style="list-style-type: none">• Photographs• Nativity• stories	<ul style="list-style-type: none">• Visit to school by local heroes• Celebrations• toys	<ul style="list-style-type: none">• Gressenhall museum – traditional tales• stories



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National Curriculum aims:

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Key Stage 1 National Curriculum Objectives

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Historical Skills taught at APS:

Chronological Understanding **C**

Interpretations of History **I**

Historical Enquiry **E**

Continuity and Change **CON**

Cause and Consequence **CAU**

Historical significance **HS**



Year 1 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p>Key Question: Who is the most significant explorer?</p> <ol style="list-style-type: none"> 1. Pupils will know how we find out about the past (I) 2. Pupils will know why people explore (CAU) 3. Pupils will know who the important explorers from the past are (HS) 4. Pupils will know what the famous explorations from the past are (C) 5. Pupils will compare different explorations (CON) 6. Pupils will know how explorations have changed over time (CON) <p>(Grammarsarus unit)</p> <p>Concept knowledge: transport, empire, colony</p>	<p>Key Question: How has travel and transport developed over time?</p> <ol style="list-style-type: none"> 1. Pupils will know the different ways travel and transport have changed from past to present (CON) 2. Pupils will know about an early form of transport eg: a Viking Longboat (I) 3. Pupils will know how cars have changed since they were invented (CON) 4. Pupil will know how trains changed people's lives in the 19th Century (HS) 5. Pupils will know the significance of the Wright brothers and the invention of the aeroplane? (HS) 6. Pupils will compare travel and transport of the past, present and future (C) <p>(Twinkl unit)</p> <p>Concept knowledge: transport, nation</p>	<p>Key Question: How have seaside holidays changed over time?</p> <ol style="list-style-type: none"> 1. Pupils will know the features of a seaside holiday (I) 2. Pupils will know that photographs are a way of finding out about seaside holidays in the past (E) 3. To understand how and when seaside holidays became popular (HS) 4. Pupils will know what seaside holidays were like 100 years ago (I) 5. Pupils know how to sequence events in chronological order (C) 6. Pupils will know how to compare seaside holidays from the past to the present day (CON) <p>(Plan Bee unit)</p> <p>Concept knowledge: Nation, transport,</p>
Key Vocabulary		
significant, compare, journey, explorer, important.	invention, aeroplane, 19 th Century, train, transport, travel, past, present, early, car, change, future.	seaside, holiday, past, present, change, popular, chronological, order.
Enrichment Opportunities		
<ul style="list-style-type: none"> • Photographs 	<ul style="list-style-type: none"> • Photographs 	<ul style="list-style-type: none"> • Trip to the beach • Photographs



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Year 2 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p>Key Question: What was the cause and consequences of the Great Fire of London?</p> <ol style="list-style-type: none"> 1. Pupils will know what London was like in the past – and how people lived is different to today - 1666 (I) 2. Pupils will know how the Great Fire of London started and sequence events (CAU) 3. Pupils will know how the fire spread and how we know about this (HS) 4. Pupils will know how London was changed. (I) 5. Pupils will understand how London was rebuilt (CON) 6. Pupils will know how the fire impacted the future and be able to describe London before, during and after the fire (C) <p>(Grammarsaurus unit)</p> <p><u>Theme week:</u></p> <ol style="list-style-type: none"> 1. Pupils will know how the Gunpowder Plot started? (I) 2. Pupils will know about artefacts that Guy Fawkes would have used? (E) <p>Concept knowledge: Civilisation and Monarchy</p>	<p>Key Question: What is the legacy of significant British nurses?</p> <ol style="list-style-type: none"> 1. Pupils will understand that we use sources to find out about the past (I) 2. Pupils will know who Florence Nightingale was and why she was important (HS) 3. Pupils will know who Edith Cavell was and why she was important (HS) 4. Pupils will know when Florence and Edith became significant (C) 5. Pupil will know why Florence and Edith acted the way they did (CAU) 6. Pupils will know how Florence and Edith changed our hospitals (CON) <p>(Grammarsaurus unit)</p> <p>Concept knowledge: conflict, disaster, empire, industry</p>	<p>Key Question: Who are Britain's significant monarchs?</p> <ol style="list-style-type: none"> 1. Pupils will be able to find out about the past (I) 2. Pupils will know why monarchs built castles (CAU) 3. Pupils will know how a castle's use changes over time? (Norwich Castle focus, own planning) (E) 4. Pupils will know who the Kings and Queens of the past were? (C) 5. Pupils will know who Queen Victoria was and where she lived (I) 6. Pupils will know who Elizabeth I was (HS) <p>(Grammarsaurus unit)</p> <p>Concept knowledge: empire and monarchy</p>
Key Vocabulary		
evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline	before, after, past, present, old, new, then, now, today, modern, timeline, different, same, similar, compare, decade, century, pioneer.	attack, Battle of Hastings, Buckingham Palace, change, continuity, coronation, defend, king, moat, monarch, monument, now, past, present, protect, Queen/ElizabethII, reign, regal, significant, sceptre, William the Conqueror.
Enrichment Opportunities		
<ul style="list-style-type: none"> • Trip to Tower of London (Great fire of London and Guy Fawkes) • artefacts 	<ul style="list-style-type: none"> • Norwich Cathedral (a day with Edith Cavell) 	<ul style="list-style-type: none"> • Photographs • artefacts



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Key Stage 2 National Curriculum Objectives

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward
- a local history study
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

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Year 3 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p>Key Question: Who were the Ancient Egyptians?</p> <ol style="list-style-type: none"> Pupils will know the chronology of Ancient Egypt and how we learn about the past (C) Pupils will know what life was like for people in early Egypt (I) Pupils will understand how the Egyptians communicated through hieroglyphs and compare to my own writing (I) Pupils will know that The ancient Egyptians worshipped different Egyptian Gods and compare their qualities (HS) Pupils will know about the Ancient Egyptian beliefs about the afterlife and mummification (CAU) Pupils will know about Howard Carter and his amazing discovery (E) <p>(1-5 Grammarsaurus unit, 6 Twinkl)</p> <p>Concept knowledge: civilisation, settlement, empire, monarchy.</p>	<p>Key Question: Why did Henry VIII marry six times?</p> <ol style="list-style-type: none"> Pupils will locate the Tudors on a timeline and learn about Henry's six wives (C) – flipchart of a portrait of Henry VIII with adjectives around (lesson 2) Pupils will know the roles, responsibilities and importance of a Tudor monarch (HS) Pupils will know about Henry's marriage to Catherine of Aragon and his reasons for their divorce (CAU) Pupils will know the reasons for and the results of Henry's marriages to Anne Boleyn and Jane Seymour (CAU) Pupils will understand the reasons for and the result of Henry's marriage to Anne of Cleves (CAU) Pupils will find out answers to specific questions using primary and secondary sources (E) <p>(Plan Bee unit)</p> <p>Concept knowledge: monarchy, church, civil war, conflict</p>	<p>Key Question: What significant changes were there from the Stone Age to the Iron Age?</p> <ol style="list-style-type: none"> Pupils will know the different periods of the Stone Age and what life was like in Palaeolithic and Mesolithic (I) Pupils will know how to interpret the changes from the Palaeolithic to Mesolithic (CON) Pupils will know what life was like eg: what they ate in the Palaeolithic compared to Mesolithic (I) Pupils will know how the search for food changed in the Neolithic (CON) Pupils will know how the Bronze Age moved into the Iron Age (CON) Pupils will know the significance of round houses and why people built hill forts (I) <p>(Grammarsaurus unit)</p> <p>Concept knowledge: Migration, Settlement, Trade, Civilisation, Industry</p>
Key Vocabulary		
era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist.	War, house, York, Lancaster, battle, King, church, divorce, beheaded, died, treason, heir, son, daughter, religion, Queen.	agriculture, alloy, archaeologist, artefacts, beaker, burial, construct, continuity, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement, significant.
Enrichment Opportunities		
<ul style="list-style-type: none"> Norwich Castle – Ancient Egyptian workshop Ancient Egypt Day artefacts 	<ul style="list-style-type: none"> Artefacts/portraits 	<ul style="list-style-type: none"> Pensthorpe Trip – Stone Age



Year 4 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p>Key Question: How did the Roman Empire rise and then fall?</p> <ol style="list-style-type: none"> Pupils will know about early Rome and how we know this (I) Pupils will know who was in charge of the Roman empire and why Britain was invaded (C) Pupils will know how powerful the Roman army was (HS) Pupils will know how to compare the Celtic villages and Roman settlements (CON) Pupils will understand who Boudicca was and why she took revenge on the Romans (CAU) Pupils will know how to interpret what happened in the final years of the Roman empire and the lasting impact of the Roman Empire on Britain (I) (Grammarsaurus unit) <p>Concept knowledge: civilisation, settlement, empire, monarchy, rebellion, invaded</p>	<p>Key Question: How has crime and punishment changed over time?</p> <ol style="list-style-type: none"> Pupils will know what crime and punishment is (C) Pupils will compare what crime and punishment was like in Roman Britain (HS) Pupils will know about different punishment methods that were popular during the Tudor period (CON) Pupils will understand the experience of Victorian prisoners (I) Pupils will know why Elizabeth Fry is significant (E) Pupils will know how to compare modern methods of crime prevention with those used in the past (CON) (Grammarsaurus unit) <p>Concept knowledge: empire, monarchy, civilisation, rebellion</p>	<p>Key Question: What was life like in Anglo Saxon settlements?</p> <ol style="list-style-type: none"> Pupils will know what life was like in England at the end of the 4th Century (CAU) Pupils will know how life changed in Britain with the fall of the Roman Empire (HS) Pupils will know why the Angles, Saxons and Jutes settled in Britain (CAU) Pupils will know how Anglo-Saxon Britain was ruled – daily lives, religion etc (I) Pupils will know how the Anglo-Saxons kept control of their kingdoms (CON) Pupils will know the significance of Sutton Hoo (I) (Grammarsaurus unit) <p>Concept knowledge: Migration, Monarchy, Settlement, Rebellion, invasion</p>
Key Vocabulary		
archer, annex, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic.	crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.	aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, settlement, status, tribe.
Enrichment Opportunities		
<ul style="list-style-type: none"> Ancient House Trip– Romans experience Roman Day – make a roman mosaic 	<ul style="list-style-type: none"> Artefacts artwork 	<ul style="list-style-type: none"> West Stow trip – Anglo Saxons artefacts



Year 5 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p>Key Question: What is a rebellion?</p> <ol style="list-style-type: none"> Pupils will know who the Tudors were and place them in British history (Henry VIII recap from Y3) (C) Plan Bee Pupils will explore the differences between the rich and the poor in Tudor times (E) Plan bee Pupils will know what life was like under the rule of the child King Edward VI (HS) Pupils will understand the causes of rebellion (CAU) Pupils will understand the events of Kett's Rebellion (I) Pupils will understand the ending and aftermath of Kett's Rebellion (CAU) (Plan bee/in house planning) <p>Concept knowledge: Monarchy, Rebellion</p>	<p>Key Question: What was the impact of the Ancient Greeks?</p> <ol style="list-style-type: none"> Pupils will know what excavations tell us about life in early Greece (I) Pupils will know what life was like in early Greece (I) Pupils will know what life was like in Athens and Sparta (I) How did the city states overcome the Persian invasion (CAU) Pupils will explore what life was like in the city states once the Persians retreated (HS) Pupils will know who Alexander the Great was and explore his successes (HS) (Grammarsaurus unit) <p>Theme week: Can I find out who the main plotters were in the Gunpowder plot and why they were involved? (Focus on plotters links to Norfolk) (I)</p> <p>Concept knowledge: civilisation, settlement, empire, monarchy</p>	<p>Key Question: Why did the Vikings invade Britain?</p> <ol style="list-style-type: none"> Pupils will know who the Vikings were and where they came from (HS) Pupils will know how and why the Vikings invaded Britain (I) Pupils will know how some Kings in England dealt with the Viking invasion (I) Pupils will know key aspects of Viking life eg: how they lived and worked (I) Pupils will know what Viking warriors were like (I) Pupils will know and describe Viking artefacts (E) (Twinkl unit) <p>Concept knowledge: Monarchy, Settlement, Rebellion</p>
Key Vocabulary		
monarchy, cause, effect, King, rebel, noble, Lord, peasant, rebellion, grievances, army, rebels, punishment.	civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious.	raid, rebellion, rebel, Scandinavia, settlement, status, tribe, invasion, kingdom.
Enrichment Opportunities		
<ul style="list-style-type: none"> Strangers Hall, Norwich Houses of Parliament – British History and values 	<ul style="list-style-type: none"> Cambridge Trip – Fitzwilliam and Museum of Classical Archaeology– Ancient Greeks 	<ul style="list-style-type: none"> artefacts



Year 6 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p>Key Question: What were the causes and consequences of the Second World War?</p> <ol style="list-style-type: none"> 1. Pupils will explore how Hitler came to be the leader of Germany (C) 2. Pupils will know why the Second World War began and the main countries involved (CAU) 3. Pupils will know how Britain reacted to the outbreak of war (I) 4. Pupils will know the impact of the Second World War on the East of England (I) 5. Pupils will know why the RAF was so vital to the defence of Britain? (HS) 6. Pupils will explore the major victories that led to Britain winning the war? (CAU) (Grammarsaurus unit) <p>Concept knowledge: empire, monarchy civilisation, rebellion, war</p>	<p>Key Question: How did the power of monarchy change?</p> <ol style="list-style-type: none"> 1. Case study: King John (HS) 2. Case study: James VI/I (HS) 3. Case study: Queen Anne (HS) <p>(Grammarsaurus unit)</p> <p>Concept knowledge: monarchy, power, King, Queen</p>	<p>Key Question: How does the Maya civilisation contrast with British history?</p> <ol style="list-style-type: none"> 1. Pupils will know where and when the Maya lived (C) 2. Pupils will know what made the Maya civilisation so successful (HS) 3. Pupils will understand how we know about the Maya (I) 4. Pupils will know how the Maya were ruled? (CON) 5. Pupils will understand what we know about the Maya City States and the Anglo-Saxon Kingdoms? (I) 6. Pupils will compare the leaders of the Maya and the Anglo-Saxons? (CON) <p>(Grammarsaurus unit)</p> <p>Concept knowledge: civilisation, settlement, empire, monarchy</p>
Key Vocabulary		
<p>air annexed, anti-Semitism, appeasement, authoritarian, citizen, debt, dictator, evacuee, fascism, force, government, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment.</p>	<p>monarchy, king, queen, change, continuity, reign, kingdom, significance, power.</p>	<p>historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajar, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port.</p>
Enrichment Opportunities		
<ul style="list-style-type: none"> • Duxford Trip photographs Artefacts • Visit from person alive in WW2 		<ul style="list-style-type: none"> • Artwork- Catherwood