

History Contexts for Learning

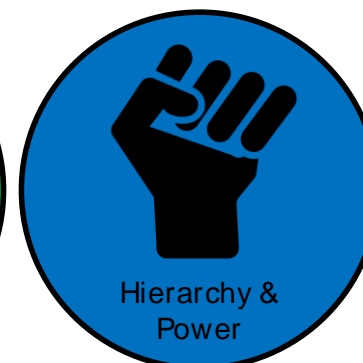
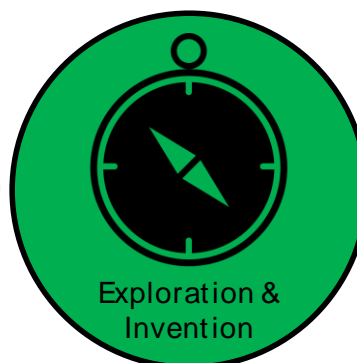
(Phases are combined as the order of learning will depend on which Cycle a child begins school in)





History is taught through units which cover aspects of British history as well as ancient civilisations from world history. The history curriculum is taught around 4 key concepts and 6 second order concepts.

The following document provides suggestions for key and second order concept coverage for each progressive objective.

Key concepts: A range of these concepts are explored through each historical unit and provide lenses through which to consider different aspects of history. The concepts are revisited through different historical periods as children move through the school to deepen their understanding.

- **Community and culture** (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)
- **Conflict and disaster** (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)
- **Exploration and invention** (discovery, migration, navigation, progress, tools)
- **Hierarchy and power** (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery)



Year	Key content including domains of knowledge	Context for Learning	Key Concepts				Second Order Concepts
							
EYFS	I can talk about the lives of people around me and in society.						See Teaching Sequence Support document to ensure coverage of secondary concepts for each history unit.
	I can talk about similarities and differences between things in the past and now.						
	I can talk about and understand the past through settings, characters and events encountered in books read in class and storytelling.						
Year 1 and Year 2	I can give examples of things that were different when my grandparents were children.	Toys					
	I can know about a famous historical event or person in my local area and can explain why they are famous.	Amy Johnson – Let’s Go Down Under					
	I can recount and order the life of a famous historical figure	Grace Darling - Seaside					
	I can explain why a historical figure was important and how they changed things	Queen Victoria - Victorians					
	I can describe significant events from beyond living memory and explain cause and consequence	Great Fire of London					
		Christopher Columbus - Explorers					
Year 3 and Year 4	I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts)	The Stone Age & Iron Age – Through the Ages					
	I can explain how we know about life in Stone Age and Iron Age Britain						
	I can give an overview of the Roman Empire by 42AD and the power of its army.	The Roman Invasion of Britain – Ancient Rome					
	I can explain the impact of the Roman invasion and settlement (relating to the key concepts)						
	I can explain where the Anglo-Saxons came from and why they invaded Britain and describe the impact this had on life in Britain (relating to the key concepts)	The Anglo-Saxons & Scots – Rampaging Raiders					
	I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.						
I know why the Vikings invaded Britain and why they were so successful							

	I can explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England.	The Vikings & Anglo-Saxons – Rampaging Raider				
	I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts)	Ancient Greece – Go Greece				
	I can give an overview of Ancient Greek culture and history.	Lightning				
	I can explain how events from our local area had an impact beyond our region (relating to the key concepts)	William Wilberforce/Slavery – Sierra Leone				
	I can research and complete a study about significant historical events from our local area	Leisure and Entertainment – Going for Gold				
Year 5 and 6	I can give an overview of where and when the first civilisations appeared (Ancient Egypt .) and place these on a timeline.	Achievements of the earliest civilisations (one in depth) – Ancient Egypt				
	I can explain the major achievements of one of the earliest civilisations (e.g. Egypt) . (relating to the key concepts)					
	I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (e.g. the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)	World War 2 Battle of Britain & Hull Blitz – Never Forget				
	I can research and complete a study about significant historical events from our local area					
	I can explain how events from our local area had an impact beyond our region (relating to the key concepts)	Hull's Fishing Industry – Hull and Proud				
	I can place a non-European civilisation on a time line along with major historical periods of the same time including British and European history.	Mayan Civilisation				
I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)	Benin Early Islamic Civilisation					

Local history
British history
World history