

History Curriculum – What will the children actually learn?

Key Threshold Concepts (Substantive Knowledge)

When constructing our curriculum, we considered key threshold concepts or “the big ideas” which shape the ways pupils think within each subject. These threshold concepts, also known as “substantive knowledge,” are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our History lessons children are taught the key threshold concepts (substantive knowledge) below:

- | | |
|--------------------------------------------|-------------------------------|
| i) Investigate and interpret the past, | iii) Understand chronology, |
| ii) Build an overview of world history and | iv) Communicate historically. |

The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Years 1 & 2), Milestone 2 (Years 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class.

Topic Specific Milestones

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific ‘Milestones’ for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. KS1 children work to achieve the objectives set out in Milestone 1. Lower KS2 children work to achieve the objectives set out in Milestone 2 and upper Key Stage 2 children work to achieve the objectives set out in Milestone 3. The topics within our History curriculum are set out in chronological order.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate historical vocabulary that the teacher will teach and revisit throughout the two-year period that the children are working on these milestone targets. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

Key Threshold Milestone 1 (Year 1 & 2)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 1 targets when they are covered in class.

Class name:

Year groups:

Academic year:

Milestone 1

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Understand chronology

Place events and artefacts in order on a timeline.

Label timelines with words or phrases such as: past, present, older and newer.

Use dates where appropriate.

Recount changes that have occurred in their own lives.

Communicate historically

Use words and phrases such as:

- a long time ago
- recently
- when my parents/carers were children
- years, decades and centuries to describe the passing of time.

Show an understanding of concepts such as:

- nation and a nation's history
- civilisation
- monarchy
- parliament
- democracy
- war and peace.

Milestone 1 vocabulary



Vocabulary	Definition
observe	To look carefully at something in order to learn about it
artefact	An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery
represent	To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables
past	Any time before the present (now)
present	The period of time we are in now
future	The period of time that will come after the present
recount	To tell or describe a story or event to people
appropriate	Suitable, right or acceptable for a purpose

Vocabulary	Definition
recent	Having happened a short time ago
year	The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year)
decade	A period of time that lasts ten years
century	A period of time that lasts one hundred years
nation	An individual country or group of countries that share a government
civilisation	An organised group of humans with its own culture
monarchy	The king or queen and royal family of a country
parliament	A group of people who make or change laws
law	A set of rules in a country that one must follow otherwise there will be a punishment
democracy	A system of government in which the people choose who is in charge or the rules they follow by voting in elections

TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

KS1 (Class 3 – Years 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	Event beyond living memory: i) The Battle of Hastings ii) The Plague	Event beyond living memory: i) The Great fire of London ii) The Gunpowder Plot	Significant lives: i) Jethro Tull (Agricultural revolution) Significant local event: i) The Steam Engine ii) The Industrial Revolution	Significant lives (Strong women): i) Grace Darling ii) Florence Nightingale iii) Emily Davison iv) Rosa Parks (Black history)	Event within living memory: i) First World War	Significant lives: i) JFK ii) Martin Luther King (Black History) iii) Neil Armstrong Event within living memory: i) The Moon Landings

The Assessment Tracker documents below outline what children will learn within each topic?

History: KS1 – Assessment tracker: Year 1 & 2

Topic: The Battle of Hastings

Pupils:													
Targets													
Children know when and where did the Battle of Hastings took place.													
Children know who the Battle of Hastings was between.													
Children can add the key dates of the Norman conquest onto a timeline alongside other important historical dates that they know.													
Children can explain why the Normans wanted to invade.													
Children can describe what the Bayeux Tapestry is.													
Children know how William's army won the Battle of Hastings.													
Children understand what happened to King Harold.													
Children can articulate the legacy of this victory. (William's descendants have ruled ever since)													

Topic specific vocabulary:

conquest: taking control of a country or group of people.	descendants: relatives from later generations.	retreat: move away from someone or something
historical sources: things that give information about the past.	tapestry: large cloth with pictures sewn on.	

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: The Plague

Pupils:													
Targets													
Children know when the plague reached England.													
Children understand why the plague was known as the Black Death.													
Children know how many people died of the plague.													
Children understand who was affected by the plague?													
Children can explain how people were warned that someone had the plague.													
Children know how victims of the plague were buried.													
Children can explain how did people at the time thought the plague was being spread and how it actually was spread.													
Children know whose diary from 1665 is a primary source of evidence regarding the plague.													
Children can explain what happened in the village of Eyam in Derbyshire (lockdown) during the plague.													
Children can suggest some reasons why the Great Fire of London may have helped stop the spread of the plague, for a short time, in 1665.													

Topic specific vocabulary:

ancient: from a long time ago	outbreak: when a disease suddenly starts again	centuries: periods of one hundred years
eyewitness: by someone who saw the events	chronicles: accounts or records	recount: an account of an event

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: The Great Fire of London

Pupils:													
Targets													
Children can describe when/how the fire started and why it spread so quickly.													
Children can draw a timeline of the key events of the fire and relate it to other dates in history.													
Children can explain how the fire went out.													
Children can explain who Samuel Pepys was and why he was famous (Famous eye witness who kept a diary. This is a "primary source" of evidence)													
Children can explain why the Great Fire of London was a significant event.													
Children can explain what was learnt from the disaster and what was changed as London was rebuilt.													

Topic specific vocabulary:

decades: periods of ten years	congested: crowded and blocked	flammable: easily set on fire
eyewitness: a person who was at an event and describes it to others	architects: people who design buildings	extract: a short passage

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: The Gunpowder Plot

Pupils:													
Targets													
Children understand who Guy Fawkes was and why we remember him.													
Children can label a timeline with events from Guy Fawkes's life.													
Children can explain what the gunpowder plot was and how it was discovered.													
Children can explain why Guy Fawkes chose the date and location for the attack. (They knew who would be there at that time and why)													
Children know whether the conspirators were protestants or catholics.													
Children can explain how life for catholics changed after the plot failed.													
Children know what happened to Guy Fawkes and his fellow conspirators.													
Children can explain how we remember the Gunpowder Plot each year.													
Children know the firework's code and how to stay safe on bonfire night.													

Topic specific vocabulary:

Houses of Parliament: the buildings where the British parliament does its work	conspirators: people planning something in secret	persecuted: treated cruelly and unfairly
centuries: periods of one hundred years	government: people who run a country	treason: the crime of betraying your country

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: Jethro Tull

Pupils:													
Targets													
Children know who Jethro Tull was and why we remember him.													
Children can explain the impact of Jethro Tull's seed drill invention.													
Children can label a timeline with events from Jethro Tull's life.													
Children know what the agricultural revolution was responsible for. (People were able to start living in settlements rather than being hunter-gatherers)													

Topic specific vocabulary:

significant: important	revolution: important change	legacy: something left behind after death
agricultural: to do with farming and keeping animals	influential: makes people take notice	permanent: there all the time

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: The Steam Engine – Note: not just locomotives - A steam engine is a machine that uses the power of steam (made by heating water) to do work.

Pupils:													
Targets													
Children know who invented the first steam engine and when this was.													
Children can create a timeline which shows the key events leading up to the creation of James Watt's steam engine.													
Children can explain how the creation of the steam engine changed the way people lived and worked. (travel/tourism and industrial revolution – the movement of goods)													
Children know what the Flying Scotsman is and where it is now.													

Topic specific vocabulary:

significant: important	transportation: moving things around	turbine: machine that uses steam, water or gas
consequence: result or effect of something	vital: essential, important	locomotives: vehicles that pull trains

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: The Industrial Revolution

Pupils:													
Targets													
Children know what the industrial revolution was and when it happened.													
Children can articulate how did the industrial revolution impacted the way people lived and worked. (Consider the workers and the mill owners)													
Children can explain why textiles cost less to buy as a result of the industrial revolution.													
Children can explain how the industrial revolution changed transport.													
Children can show empathy and explain what was it like being a child during the industrial revolution.													

Topic specific vocabulary:

significant: important	trading: buying and selling	products: things that have been made
population: number of people in a place	produced: made	agricultural: to do with farming and keeping animals

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: Grace Darling

Pupils:													
Targets													
Children can explain who Grace Darling was and why we remember her.													
Children can label a timeline with events from Grace Darling's life.													
Children can articulate how Grace Darling may have been feeling during the rescue.													
Children can explain how her actions helped changed society's attitudes towards women.													

Topic specific vocabulary:

steamship: boat powered by a steam engine	heroine: woman who has done something brave or good	gallantry: bravery
significant: important	society: People living together in an organised group	

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: Florence Nightingale

Pupils:													
Targets													
Children can explain who Florence Nightingale was and why we remember her.													
Children can label a timeline with events from Florence Nightingale's life.													
Children know when and where did the Crimean War took place.													
Children know which countries the Crimean War was between.													
Children can name the hospital (Scutari Hospital) in the Crimea where Florence Nightingale took her team of nurses to help.													
Children can describe the conditions she found at Scutari Hospital.													
Children can explain what Florence Nightingale did that helped the wounded soldiers and made nursing a respected profession.													

Topic specific vocabulary:

insanitary: unclean	significant: important	improved: made better
conditions: how good or bad a place is	legacy: something left behind after death	influential: makes people take notice

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: Emily Davison

Pupils:													
Targets													
Children understand who Emily Davison was and why we remember her.													
Children can label a timeline with events from Emily Davison's life.													
Children can explain what it means to vote and why it is important.													
Children understand why the Suffragettes wanted to take direct action.													
Children can explain what the Suffragettes did.													
Children know how Emily Davison died. (Pathe newsreel recorded the horse race where this happened - Primary source of evidence – DO NOT SHOW THIS TO THE CHILDREN)													

Topic specific vocabulary:

significant: important	suffragettes: women campaigning for the right to vote	law: a set of rules
decade: a period of ten years	hunger strike: refusing to eat in order to raise awareness of an issue	

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: Rosa Parks

Pupils:													
Targets													
Children know who Rosa Parks was and can explain why we remember her.													
Children can label a timeline with events from Rosa Park's life.													
Children can explain how Rosa Parks helped change the law on segregation in the USA.													
Children can compare and contrast the protests of the civil rights movement (peaceful protests) with those of the suffragette movement (Direct action – some of which was violent/illegal)													

Topic specific vocabulary:

activist: a person trying to bring about change	law: a set of rules	significant: important
segregation: keeping people apart because of their gender, race or religion	legacy: something left behind after death	boycott: refusal to use or buy something

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: First World War (The Great War, WWI)

Pupils:													
Targets													
Children know key facts regarding the First World War e.g. who it was between and how long it lasted.													
Children know how the war started.													
Children can label a timeline with key dates from WWI.													
Children can mark the locations of several key battles on a map of Europe and annotate these with dates.													
Children conducted an investigation into trench warfare (Battles of Verdun and the Somme).													
Children can explain how new technology changed warfare e.g. the first tanks were used.													
Children understand and can articulate the important work of the women who stayed at home to help with the war effort.													
Children have an opinion on whether the women helping the war effort helped women get the vote?													
Children can compare and contrast WWI with a more recent conflict e.g. The Gulf War													

Topic specific vocabulary:

conditions: how good or bad something is	destruction: when something is destroyed	treaties: agreements
assassination: murdered for political or religious reasons	invaded: (a country) entered by an army	armistice: an agreement to stop fighting

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: John F Kennedy (JFK)

Pupils:													
Targets													
Children know who JFK was and why we remember him.													
Children can label a timeline containing events from JFK's life.													
Children can explain why JFK was so popular (First TV president).													
Children understand what the Cold War was.													
Children can explain why the exploration and discovery of space was so important to JFK. (link to Cold War)													
Children have an opinion on why would someone want to kill JFK.													

Topic specific vocabulary:

parliament: a group of people who make or change laws	assassinated: murdered for political or religious reasons	communicate: to share information
rivals: people or countries in competition with one another	nuclear war: a conflict using very powerful bombs	

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: Martin Luther King (MLK)

Pupils:													
Targets													
Children know who MLK was and why we remember him.													
Children can create a timeline of the 1950's and 1960's that includes events involving MLK and others they key moments they know about.													
Children can explain what was MLK dreaming about in his "I have a dream" speech.													
Children can articulate what did MLK and Mahatma Gandhi had in common regarding their protests.													

Topic specific vocabulary:

inequality: unfairness	influential: makes people take notice	inspiring: creating feelings in a person
discrimination: unfair treatment of different types of people	race: a group of people with a shared culture or features	assassinated: murdered for political or religious reasons

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: Neil Armstrong

Pupils:													
Targets													
Children know who Neil Armstrong is and why we remember him.													
Children can label a timeline with events from Neil Armstrong's life.													
Children can explain why leaders of the USA wanted to send someone to the moon.													
Children know how long did Neil Armstrong and Buzz Aldrin spent walking on the moon.													
Children can explain what Neil Armstrong and Buzz Aldrin did whilst they were on the moon.													
Children have an opinion on why they think Neil Armstrong wanted to be remembered for more than the moon landing.													

Topic specific vocabulary:

commander: person in charge of a military operation	achievements: things done successfully after lots of effort	breakthrough: successful for the first time
plaque: stone/metal tablet with writing on	exploration: search of an unfamiliar area	

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

History: KS1 – Assessment tracker: Year 1 & 2

Topic: The Moon Landings

Pupils:													
Targets													
Children know when the moon landing happened and who was involved.													
Children know the name of the main spacecraft (Apollo11) and landing vehicle (Eagle) used in the moon landing.													
Children know what Neil Armstrong said when he stepped onto the moon and can articulate what they would have said if it had been them.													
Children can create a 1960's timeline that shows the key moments in the space race that took place during that decade.													
Children can explain what the space race was, who it was between and why it happened.													

Topic specific vocabulary:

lunar: relating to the Moon	achievement: something done successfully after lots of effort	exploration: travelling to a place to discover what is there
rivals: those in competition with one another	orbit: the path an object takes	

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

observe	artefact	represent	past	present	future	recount	appropriate	recent
year	decade	century	nation	civilisation	monarchy	parliament	law	democracy

Key Threshold Milestone 2 (Year 3 & 4)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 2 targets when they are covered in class.)

Class name: _____

Year groups: _____

Academic year: _____

Milestone 2

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none">• dates• time period• era• change• chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>

Milestone 2 vocabulary



Vocabulary	Definition
Primary and secondary sources	
source	The person, place or thing that you get something from
evidence	Anything that you see, experience, hear or are told which causes you to believe something is true or has really happened
historical source	An item that gives information about the past
primary source	First-hand evidence (primary describes something that comes first) about an event. Primary sources of evidence include: autobiographies, memoirs, diaries, personal letters, correspondence, interviews, photographs, drawings, posters, works of art, literature, speeches, original documents (e.g. birth certificates, deeds, census returns), artefacts (e.g. tools, coins, clothing, furniture, cups, newspapers)
account	A report or description of an event or an experience (primary and secondary)

Vocabulary	Definition
secondary source	Secondary means something that comes after the first (primary) thing. Secondary sources of evidence are created after the event has taken place. They include: bibliographies, biographical works, reference books, dictionaries, encyclopedias, atlases, articles – after the event, history books, textbooks.

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	The Stone Age i) Tools and weapons ii) Hunter gatherers iii) Clues from the past	Ancient Egypt i) Clues from the past ii) Pyramids and obelisks iii) Beliefs and burials	The Bronze Age i) Bronze Age around the world ii) Clues form the Past The Iron Age i) Tools and weapons ii) Forts and farming	The Romans i) Romans around the world ii) Roman Britain iii) Clues from the past	Anglo-Saxons i) Anglo-Saxon kingdom and conquest ii) Beliefs and burials	The Vikings i) Sailors and raiders ii) Kingdoms and conquests

The Assessment Tracker documents below outline what children will learn within each topic?

History: KS2 – Assessment tracker: Year 3 & 4

Topic: The Stone Age

Pupils:													
Targets													
Children can describe the three different periods of the Stone Age and place them on a timeline.													
Children know how people found food during the Stone Age. (Migration)													
Children know what is meant by the words nomadic, migration, settlement and communal. They can explain these in the context of the Stone Age.													
Children know what tools and weapons Stone Age people used. (Oldowan toolkit) They can explain how this impacted what they ate and where they lived.													
Children can Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.													
Children know what sources of evidence there are to tell us about the Stone Age. (Lascaux cave paintings)													

Topic specific vocabulary:

ancestors	consequence	climate	nomadic	communal	historical sources	archaeologists	identities	density
scavenging	technology	migrate	permanent	predators	archaeologists	sophisticated	preoccupied	processions

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

source	evidence	historical source	historical enquiry	cause	locality	ancient	culture
account	enquiry	primary source	secondary source	consequence	overview	medieval	social
ethnic	society	change	concept	represent	BCE	CE	

History: KS2 – Assessment tracker: Year 3 & 4

Topic: Ancient Egypt

Pupils:													
Targets													
Children can create a timeline that includes dates of the Ancient Egyptian era and other historical dates that they know.													
Children can name some of the key inventions and discoveries made by the Ancient Egyptians.													
Children can explain what irrigation is and how it helped the Egyptians to settle by the River Nile.													
Children know what the Narmer Palette is and what it explains.													
Children know what the Rosetta Stone is and how has it helped historians.													
Children can explain who Tutankhamun was.													
Children know what the Valley of the Kings is.													
Children can explain what happened when Howard Carter led an expedition to find the tomb of Tutankhamun (treasure)													
Children know what pyramids and obelisks are and why the Egyptians built them.													
Children can explain what Egyptian tomb paintings tell us about daily life in this time period.													
Children can compare and contrast Ancient Egyptian burials with those of the Stone Age and Bronze Age.													

Ancient Egypt continued...

Topic specific vocabulary:

influential	fertile	irrigation	immortality	rituals	decipher	archaeologists	canopic jars	sarcophagus	embalmed	eternity
mummy	temples	engineering	architects	commemorate	achievements	afterlife	preserve	essential	pharaoh	

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

source	evidence	historical source	historical enquiry	cause	locality	ancient	culture
account	enquiry	primary source	secondary source	consequence	overview	medieval	social
ethnic	society	change	concept	represent	BCE	CE	

History: KS2 – Assessment tracker: Year 3 & 4

Topic: The Bronze Age

Pupils:													
Targets													
Children can create and annotate a timeline that includes Stone Age and Bronze Age dates.													
Children can provide an overview of the key changes that have occurred during the period covered by your timeline.													
Children can label a map with the dates when the Bronze Age started in civilisations around the world.													
Children know who the Sumerians were and what they built and created. (cuneiform script and ziggurats etc.)													
Children can explain what artefacts have been found in Bronze Age burial sites and what we can deduce about Bronze Age society from these hoards.													
Children know what Stonehenge is and why it was important to people that lived at that time.													

Topic specific vocabulary:

societies	ancient	trade	custom	hoard	approximately	technology	states
extracting	archaeologists	preserved	intricate	communal	irrigation	communication	

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

source	evidence	historical source	historical enquiry	cause	locality	ancient	culture
account	enquiry	primary source	secondary source	consequence	overview	medieval	social
ethnic	society	change	concept	represent	BCE	CE	

History: KS2 – Assessment tracker: Year 3 & 4

Topic: The Iron Age

Pupils:													
Targets													
Children can give an overview of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.													
Children can create a timeline including Stone Age, Bronze Age & Iron Age dates. They can compare and contrast society during the different time periods.													
Children understand why it is significant that Iron Age communities were able to grow surplus food.													
Children understand why Iron Age communities built fortified settlements. Describe the key features of Iron Age hill forts. Include examples of significant sites.													
Children know what types of weapons Iron Age warriors used and can explain why there were conflicts.													
Children can explain whether the new Iron Age weapons increased the number of conflicts. Children know whether the new technology was the difference between winning and losing conflicts.													

Topic specific vocabulary:

conquest	significant	influential	legacy	consequence	fortified	ore	consequence
civilisations	specialist	efficient	dominant	fortifications	inhabited	surplus	

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

source	evidence	historical source	historical enquiry	cause	locality	ancient	culture
account	enquiry	primary source	secondary source	consequence	overview	medieval	social
ethnic	society	change	concept	represent	BCE	CE	

History: KS2 – Assessment tracker: Year 3 & 4

Topic: The Romans

Pupils:													
Targets													
Children can label a timeline with key dates in the history of the Roman Empire. They can highlight the key dates in Roman Britain.													
Children know what Britain was like as it was conquered by the Romans.													
Children know where did Hadrian built a wall and why.													
Children understand what is meant by territory. They can mark the entire Roman Empire territory on a map.													
Children know who led the Iceni tribe against the Romans. Children have investigated the life of Queen Boudicca.													
Children can compare and contrast the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 BCE.													
Children can explain how was it possible for the 1200 Roman Soldiers to defeat almost 80,000 Iceni tribespeople. Children have learnt about Roman warfare.													

Topic specific vocabulary:

turmoil	frontiers	territory	constitution	dictator	assassinated	economy	importing	erosion	mosaics
exporting	prosperous	acknowledged	emperor	sanitation	resistance	archaeologists	preservation	construction	architects

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

source	evidence	historical source	historical enquiry	cause	locality	ancient	culture
account	enquiry	primary source	secondary source	consequence	overview	medieval	social
ethnic	society	change	concept	represent	BCE	CE	

History: KS2 – Assessment tracker: Year 3 & 4

Topic: Anglo-Saxons

Pupils:													
Targets													
Children can explain when and why the Anglo-Saxons came to Britain and where the Jutes, Angles and Saxon tribes came from.													
Children know what happened when the Roman army left Britain.													
Children can explain how the Anglo-Saxon tribes obtained their land.													
Children can create a map to show the four main kingdoms of Anglo-Saxon times.													
Children can identify the main characteristics of Anglo-Saxon Britain and explain the heroic code.													
Children can summarise the significant changes in the social, ethnic, cultural and religious diversity of Britain during Anglo-Saxon times.													
Children can explain what the burial site at Sutton Hoo tell us about Anglo-Saxon beliefs.													

Topic specific vocabulary:

descendants	conquered	stability	collapse	chaos	upheaval	consequences
medieval	legacy	Christianisation	pagan	literature	independent	allegiance

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

source	evidence	historical source	historical enquiry	cause	locality	ancient	culture
account	enquiry	primary source	secondary source	consequence	overview	medieval	social
ethnic	society	change	concept	represent	BCE	CE	

History: KS2 – Assessment tracker: Year 3 & 4

Topic: The Vikings

Pupils:													
Targets													
Children know: - who the Vikings were? - where they came from? - what were they good at? (sailing, exploring, raiding, trading, colonising)													
Children can explain why Vikings raids were so effective. (no time for defence to gather) What were their main targets? (Churches/monasteries – lots of gold/little defence)													
Children know why Viking longships were so important to them.													
Children can, using a timeline and historical vocabulary, give an overview of significant Viking and Anglo-Saxon events.													
Children have investigated a famous battle between the Vikings and the Anglo-Saxons.													
Children know who Leif Eriksson was and what was he the first to do. (set foot in North America 500 years before C. Columbus).													
Children can explain how exploration helped them trade.													

Topic specific vocabulary:

Scandinavia	explorers	colonised	colonisation	raid	accounts	colonise
seaborne	navigation	symmetrical	reputation	evidence	volatile	descendant

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

source	evidence	historical source	historical enquiry	cause	locality	ancient	culture
account	enquiry	primary source	secondary source	consequence	overview	medieval	social
ethnic	society	change	concept	represent	BCE	CE	

Key Threshold Milestone 3 (Year 5 & 6)

– Assessment Tracker (print one copy of this page and tick/date the Milestone 3 targets when they are covered in class.)

Class name:

Year groups:

Academic year:

Milestone 3

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>

Milestone 3 vocabulary



Vocabulary	Definition
suitable	Right or acceptable for a particular person, purpose or event
hypothesis	An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out
testable	Able to be tested or tried (by a procedure intended to establish quality and reliability)
reliable	Likely to be correct
culture	The ideas, customs and social behaviour of a society
racial	Relating to race
diverse	Containing many different elements (this may refer to: <ul style="list-style-type: none">• gender• race• ethnicity• abilities• sexual orientation• beliefs• culture – food, music, art)

Vocabulary	Definition
characteristic features	The particular qualities or aspects that make something recognisable
analyse	To consider something carefully in order to understand it or reveal something or find something out
justify	To show or prove to be right or to be reasonable or necessary
propaganda	Often inaccurate information, published or broadcast by a political organisation in order to influence people
bias	A tendency to prefer and favour one person or thing
culture	The ideas, customs and social behaviour of a society

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	Ancient Greeks i) Influence and impact ii) Myths and legends iii) Clues from the past	The Maya i) builders and growers ii) clues from the past	The Tudors i) Tudor monarchs ii) Tudor entertainment and exploration iii) A local history study – The history of Hatfield House	The Victorians i) Innovation and industry ii) Exploration and empire	Second World War i) Weapons ii) Battle of Britain iii) Impact of WWII	Explorers i) Roald Amundsen – Race to the South Pole ii) Amelia Earhart – Solo flight across the Atlantic iii) Sir Edmund Hillary – Mount Everest

The Assessment Tracker documents below outline what children will learn within each topic?

History: KS2 – Assessment tracker: Year 5 & 6

Topic: Ancient Greeks

Pupils:													
Targets													
Children can create a chronology of important events in Ancient Greek History.													
Children know what some of the legacies of Ancient Greece are... <i>Democracy, Great thinkers, Olympics, Architecture</i>													
Democracy – children can explain the influence of Ancient Greeks on today's political system.													
Great thinkers - children know why we remember some of the Great thinkers – Pythagoras, Hippocrates, Archimedes.													
Olympics - children know what the Olympics Games are, when they started and where the first competitions took place.													
Architecture – children can explain what some of the key features of Greek buildings are. They can compare the Parthenon in Athens with the Pantheon in Rome.													
Children can give an overview of significant Greek myths. Why were they significant?													
Children can compare and contrast Ancient Greek religious beliefs with Roman religious beliefs.													
Children can provide an overview of the Trojan War and the Siege of Troy.													

Topic specific vocabulary:

democracy	citizens	philosophy	historical	sources	civilisations	democratic	architects	friezes
characteristic features	generation	demigods	techniques	amphoras	lekythos	literature	acoustics	engineering

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

suitable	hypothesis	reliable	culture	racial	diverse
characteristic	analyse	justify	propaganda	bias	

History: KS2 – Assessment tracker: Year 5 & 6

Topic: The Maya

Pupils:													
Targets													
Children know who the Maya were?													
Children can explain when the golden age of the Maya was. They can plot Maya history on a timeline.													
Children can list some of their scientific achievements and farming methods.													
Children can give an overview of the characteristic features of a Maya city.													
Children can explain what makes the Maya a significant ancient civilization. (Writing system etc.) They can explain the changes that took place between 1800BCE & 900CE in Maya civilization.													
Children understand the impact that the arrival of the Spanish had on the continuity of Maya culture and beliefs. They can explain why many Maya artefacts have been lost.													
Children understand that the sudden collapse of the Maya's main cities was caused by many different factors. They can suggest possible reasons for this collapse.													

Topic specific vocabulary:

abandoned	overpopulation	uninhabitable	traditions	irrigation	terracing	architects	agriculture
yields	sacrifice	ceremony	anthropologists	innovations	codices	conquistadors	expansion

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

suitable	hypothesis	reliable	culture	racial	diverse
characteristic	analyse	justify	propaganda	bias	

History: KS2 – Assessment tracker: Year 5 & 6

Topic: The Tudors

Pupils:													
Targets													
Children can label a timeline with significant events in the Tudor dynasty.													
Children know how the Tudors became the ruling family of England and Wales.													
Children know how the Tudors changed the way government worked.													
Children know how Tudor architecture changed – (Moved away from building castles)													
Children understand what the Protestant Reformation was – (Break away from the Catholic church – Henry VIII and his six wives)													
Children understand what the Spanish Armada was and when it happened.													
Children can explain how the Elizabethan Tudor period was a golden age in the development of the arts.													
Children understand how Tudor rule came to an end.													
Children can present information about three Tudor monarchs. They can compare and contrast their reigns.													
Children can explain why the Elizabethan era was known as the golden age (see a-f below)													
a) Famous explorers													
b) New overseas trade routes													
c) Growth in agriculture													
d) Peace and prosperity													
e) The Renaissance movement													
f) The Globe Theatre													
Children understand what and where Hatfield House is and how it was used in Tudor times?													

The Tudors continued...

Topic specific vocabulary:

monarch	medieval	legacy	Reformation	alliance	heir	rebellion	parliament
military	devout	civil war	prosperity	flourish	philosophy	expeditions	

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

suitable	hypothesis	reliable	culture	racial	diverse
characteristic	analyse	justify	propaganda	bias	

History: KS2 – Assessment tracker: Year 5 & 6

Topic: The Victorians

Pupils:													
Targets													
Children can plot the significant events of the Victorian era on a timeline.													
Children understand that the Victorian era was a time of rapid scientific development. Children can explain about: a) New inventions – postage stamp, steel, telephones, London Underground, electric lighting, gramophone (recorded sound), pneumatic tyres.													
b) The impact scientific and technological development had on the way people lived and worked.													
Children can compare and contrast rural and urban settlements before and after the industrial revolution.													
Children can name some famous scientists and writers from the time and provide an overview of their work. a) Charles Dickens													
b) Bronte sisters													
c) Charles Darwin (Origin of species – how did this scientific publication impact/contradict religious beliefs of the time?)													
Children understand why exploration was popular at the time. What were explorers looking for/trying to achieve? (trade, map uncharted territories, spread faith, expand Empire etc.)													
Children can explain some of the positive and negative consequences of the British Empire.													

The Victorians continued...

Topic specific vocabulary:

empire	poverty	revolution	consequence	law	conditions	innovations	workforce
economy	representation	parliament	exploration	uncharted	missionaries	achievements	Raj

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

suitable	hypothesis	reliable	culture	racial	diverse
characteristic	analyse	justify	propaganda	bias	

History: KS2 – Assessment tracker: Year 5 & 6

Topic: Second World War

Pupils:													
Targets													
Children can plot the significant events of the Second World War on a timeline (see a-h below). Provide an overview for each.													
a) How the war started													
b) Dunkirk													
c) The Blitz and evacuations													
d) The Battle of Britain													
e) Pearl Harbour – USA joined the war													
f) D DAY Landings													
g) USA drop two atomic bombs on Japan													
h) VE Day and VJ Day													
Children have an opinion on whether the events of the First World War made another global conflict inevitable.													
Children know who Adolf Hitler and Winston Churchill were.													
Children can explain which countries were on which side during the Second World War.													
Children understand what the long term impacts of the war on everyday life in Britain were...Rationing, rebuilding, NHS etc.													
Children know what the holocaust was.													
Legacy – Children know what the United nations is.													

Topic specific vocabulary:

Communism	significant	influences	decades	evacuated	evacuation	propaganda	amphibious
Blitz	atomic	Holocaust	legacies	declaration	dispute	rationing	Nazi

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

suitable	hypothesis	reliable	culture	racial	diverse
characteristic	analyse	justify	propaganda	bias	

History: KS2 – Assessment tracker: Year 5 & 6

Topic: Explorers

Pupils:													
Targets													
Children can suggest reasons why people go on explorations.													
Name as many famous explorers as you can and plot their key journeys on a timeline.													
Children can explain, in a detailed study of each, why we remember the famous explorers below. What did they do? a) Roald Amundsen – race to the South pole against Captain Scott													
b) Amelia Earhart – Solo flight across the Atlantic Ocean													
c) Sir Edmund Hillary – Mount Everest													
Children can explain whether they believe exploration helps societies become more prosperous or not. Consider link, in the past, to the slave trade.													

Topic specific vocabulary:

achieve	significant	resources	civilisations	tenacious	expanded	exploration	discoveries
treasures	modern	conflict	adventurous	personalities	beliefs	equipment	journeys

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

suitable	hypothesis	reliable	culture	racial	diverse
characteristic	analyse	justify	propaganda	bias	