

## Categorising knowledge in history

	Investigate and interpret the past	Understand world history			Understand chronology	Reading
	Artefacts and evidence	Location, travel and exploration	Settlements, society, culture and beliefs	Conflict	Significant people and events	Book connections
EYFS	<p>Dinosaurs – why aren’t they here?  <b>Describe</b> and <b>explain</b> what we can learn about dinosaurs from historical artefacts (fossils).</p> <p>Items in the home – how are they different?  <b>Describe</b> how household objects have changed over time.</p>		<p>Items in the home – how are they different</p>		<p>Dinosaurs – why aren’t they here?                      I can <b>compare</b> dinosaurs to current reptiles.                      I can <b>describe</b> and <b>explain</b> the theories of extinction.</p> <p>Remembrance – who helped us?  <b>Describe</b> and <b>explain</b> how people help me and keep me safe.</p> <p>When I was a baby – What can’t babies do?</p>	
<b>Milest one outcome</b>	<p>Children will have an awareness that physical objects have changed over time.                      Children will learn that artefacts are physical</p>		<p>Children will understand that people in the past live differently to how we live now.</p>		<p>Children know the concept of time and history being in the past. They are able to explain if something happened in the past or present. They can talk about a time in the past.</p>	
Year 1	<p>Are toys better today than they were in the past?  <b>Compare, contrast</b> and <b>sequence</b> toys to create a simple timeline  <b>Identify</b> and <b>describe</b> some of the most popular toys and games now and in the past  <b>Compare</b> and <b>contrast</b> toys from the past with those of today                      To <b>identify</b> changes in living memory by understanding how toys have changed over time.</p>		<p>Are toys better today than they were in the past?  <b>Compare</b> and <b>contrast</b> toys from the past with those today?                      (currently don’t compare with other cultures but could be something we look at including)</p>		<p>Who is the greatest history maker?  <b>Identify, describe</b> and <b>explain</b> how significant people made history during their lifetime;  <b>Compare and contrast</b> the achievements of these individuals, producing a rank order of historical importance <b>explaining</b> and <b>justifying</b> their decision;                      Reflect upon what history makers might achieve during the remainder of this century and <b>describe</b> and <b>explain</b> what they might wish to be remembered for in the future – the mark they would wish to leave on history;  <b>Describe, reason</b> and <b>explain</b> what it means for someone to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people’s lives, beliefs or ideas.</p>	<p>Lost in the toy museum (Artefacts and evidence)</p> <p>Terrific toys in the past – William Antony (Artefacts and evidence)</p> <p>Toys – Amazing stories behind some great inventions – Don Wolfson (Artefacts and significant people/inventors)</p> <p>Toys from around the world (settlements, society, culture and beliefs)</p> <p>History of toys – Helen Cox Cannons (Artefacts and evidence)</p> <p>Little People, Big Dreams – <i>Captain Tom Moore</i> by Maria Isabel Sanchez Vegara (significant people)</p> <p>Little People, Big Dreams – <i>Mahatma Gandhi</i> by Maria Isabel Sanchez Vegara (significant people)</p>

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						Little People, Big Dreams – <i>Malala Yousafzai</i> - Maria Isabel Sanchez Vegara (significant people)
Year 2	<p>How did the Great Fire of London of 1666 impact what London looks like today?</p> <p><b>Explain</b> with the use of artefacts the events of the great fire of London.</p>	<p>How has our Woodley changed over time?</p> <p>To identify the similarities and differences between school today and 100 years ago.</p> <p>To recall significant changes to our own school in the last 100 years.</p>	<p>How did the Great Fire of London of 1666 impact what London looks like today?</p> <p><b>Explain</b> the importance of fire safety and how it was different in 1666.</p> <p><b>Compare and contrast</b> London in 1666 and London now.</p> <p>To <b>describe</b> and <b>explain</b> the effect the great fire of London had on people at the time.</p> <p>How has our Woodley changed over time?</p> <p>To explore the first settlers in Reading and to consider what like was like in the Stone Age.</p>		<p>How did the Great Fire of London of 1666 impact what London looks like today?</p> <p>To <b>describe</b> and <b>sequence</b> the events of the great fire of London</p> <p>How has our Woodley changed over time?</p> <p>To understand significant people and events in our local history – Woodley.</p> <p>To know about a significant part of Reading's history.</p>	Ways into history – The Great Fire of London
<b>Milestone outcome</b>	<p>Children will know that artefacts are physical objects and evidence which could be photographs, documentation and reports from the past that we can look at and use to learn from.</p> <p>They can ask and answer questions about the artefacts and sources of evidence.</p>		<p>Children understand that a settlement is where groups of people come together to live. They understand that the way people have lived has changed over time and that people and events from the past shape how we live today.</p>		<p>Children know that events and people in history can be placed on a timeline to show chronology. They can talk about events and people in the past and can make connections with their own life.</p>	
Year 3	<p>What is the secret of the standing stones?</p> <p><b>Describe</b> and <b>explain</b> what a range of artefacts suggest about how people lived during the Bronze Age</p> <p><b>Identify, describe</b> and <b>explain</b> the likely use of the artefacts discovered in Amesbury Archer's grave.</p> <p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <p><b>Explain</b> with the help of artefacts why archaeologists infer that the Iron Age was a violent time</p> <p><b>Explain</b> the significance and use of Iron Age stagers.</p>		<p>How did the lives of ancient Britons change during the stone age?</p> <p><b>Describe</b> some of the ways of life associated with Ancient Britons. Reconstruct in an annotated drawing what the family may have been doing and <b>describe</b> and <b>explain</b> their reasoning.</p> <p><b>Describe</b> the features of camps and <b>explain</b> how and why they would have been different.</p> <p><b>Describe</b> and <b>explain</b> some of the important ways in which life for Ancient Britons changed during the Stone Age.</p> <p>What is the secret of the standing stones?</p>	<p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <p><b>Explain</b> with the help of artefacts why archaeologists infer that the Iron Age was a violent time and the <b>reasons</b> for conflict during this time.</p>	<p>How did the lives of ancient Britons change during the stone age?</p> <p>Analyse historical evidence related to Happisburgh beach and make <b>informed conclusions</b> about the oldest footprints discovered in the UK, who might have left them and why.</p>	<p><b>Stone Girl Bone Girl</b> – a story of Mary Anning who discovered lots of fossils in Lyme Regis. Links to artefacts from the past and what they can tell us.</p> <p><b>The Boy with the Bronze Axe – Kathleen Fidler</b> – Vocabulary rich text – develop cultural capital regarding the Bronze and Stone Age. Why is the Bronze axe so valuable within the story? Links to settlements, society, cultures and beliefs.</p>

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	<p>How did the lives of ancient Britons change during the stone age?  <b>Describe</b> what an artefact is and <b>explain</b> how archaeologists use them to infer how people may have lived in the past</p>		<p><b>Describe</b> and <b>explain</b> the purpose of monuments.  <b>Describe</b> the form and layout of Merrivale and <b>reach a judgement</b> regarding its purpose.</p> <p><b>Describe</b> and <b>explain</b> their ideas as to the purpose of ceremonies at Merrivale.</p> <p>How do artefacts help us understand the lives of people in Iron Age Britain?  <b>Describe</b> the shape of Iron Age hillforts based on evidence from the modern day and <b>explain</b> how they might have looked different during the Iron Age</p>			
Year 4	<p>Who were the Anglo-Saxons and how do we know what was important to them?  <b>Describe</b> and <b>explain</b> what occurred in AD 410 and how it contributed to the Romans abandoning Britain  <b>Identify</b> and <b>describe</b> the most important artefacts discovered in the Anglo Saxon ship burial at Sutton Hoo and <b>explain</b> what they suggest about the identity and life of the person buried in it.</p> <p>What did the Vikings want and how did Alfred stop them from getting it?  Investigate primary sources of evidence in order to discover what happened in June 793 (Lindisfarne attack).  Interpret and <b>explain</b> evidence to be able to justify why King Alfred was known as ‘great’.</p>	<p>What did the Vikings want and how did Alfred stop them from getting it?  Locate and <b>identify</b> on a map where the Vikings travelled from and to, including explaining why they relocated.  <b>Describe</b> the climate and environmental features of the locations from where the Vikings travelled from (Scandinavia) and to (Britain).</p>	<p>Who were the Anglo-Saxons and how do we know what was important to them?  <b>Describe</b> and <b>explain</b> why Anglo-Saxon settlers chose to live in rural villages rather than the towns and cities abandoned by the Romans.  <b>Describe</b> and <b>explain</b> some of the religious beliefs and practices of the Anglo Saxons.  <b>Describe</b> and <b>explain</b> why the people of Britain began converting to Christianity after the visit of Augustine in 596.  <b>Describe</b> and <b>explain</b> some of the most important changes that occurred to buildings and ways of life</p> <p>How did the arrivals of the Romans change Britain?  <b>Describe</b> and <b>explain</b> why Emperor Claudius invaded Britain.  <b>Explain</b> what the letter suggests about how high-status and wealthy Romans in Britain lived.  <b>Identify, describe</b> and <b>explain</b> the main features of the layout of typical Roman towns.  <b>Describe</b> and <b>explain</b> the purpose of gladiators and lanista.  <b>Describe</b> and <b>explain</b> who organised gladiatorial games and why they did it.</p>	<p>How did the arrivals of the Romans change Britain?  <b>Describe</b> and <b>explain</b> the design of Hadrian’s Wall and why the Romans constructed it</p> <p>What did the Vikings want and how did Alfred stop them from getting it?  <b>Describe</b> some of the likely reasons for the Viking attack on Lindisfarne in 793  <b>Empathise</b> with the people of Lindisfarne and the Kingdom of Northumbria as Norse attacks became more frequent and destructive.  <b>Describe</b> and give <b>reasons</b> for the main design features of a Norse longship</p>	<p>What did the Vikings want and how did Alfred stop them from getting it?  <b>Describe</b> and <b>explain</b> how King Alfred resisted and overcame the threat of the Norsemen.</p> <p>How did the arrivals of the Romans change Britain?  <b>Compare and contrast</b> the armies of Boudica and the Roman governor Paulinus and reach a <b>judgement</b> about the likely outcome of a battle between them</p>	<p><b>Beowulf – Michael Morpurgo –</b>  Links with history topic- global understanding of myths/legends and theme of good overcoming evil – excellent vocabulary related to Anglo-Saxons- consolidation of history learning / embedding topic, lots of historical information to use in writing.  <b>Settlements, society, culture and beliefs</b></p> <p><b>How to Train your Dragon –</b> link to Vikings topic, opportunities to discuss how accurate the book is and Viking specific vocab e.g. they wear horned helmets in the book – was this the case in real life?  Newspaper reports allow chn to imagine they were there at the time of events  Autobiographies allow chn to imagine they were alive during the time studying  <b>Settlements, society, culture and beliefs</b></p>

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			<p>What did the Vikings want and how did Alfred stop them from getting it?</p> <p><b>Describe</b> and suggest reasons for the distribution of areas of Britain settled by Norsemen.</p> <p><b>Compare and contrast</b> these homes with those of Anglo-Saxons</p>			
<b>Milestone outcome</b>	<p>Children will understand that artefacts and objects are sometimes the only evidence we have from past civilizations. They will know that artefacts and primary evidence can be a hugely important source of information. They will be able to look at a collection of artefacts or pieces of primary evidence and draw wider conclusions about the past and the conditions people lived in.</p>	<p>Children will understand that locations in the world looked very different to how they do now. They will know that people in the past may well have travelled to other areas of the world to settle as they had more favourable conditions.</p> <p>(link to settlements??)</p>	<p>Children understand what some different types of settlement in the past will have looked like and will use technical vocabulary to describe them. They will be able to create labelled diagrams of these settlements. Children will know some of the early beliefs of different civilizations and what their cultural events would have been like.</p>	<p>Children understand that conflict is when people have different thoughts, views and opinions. Children will have some ideas of the kind of weapons that were used in battle and know facts about some of the larger conflicts.</p> <p>(taken from KS1 as conflict is not covered here)</p>	<p>Children know that people and events can change the course of history and even change between historical periods. They can talk about the historical significance of some events. They know that sometimes small events can have wide-reaching historical significance.</p>	
Year 5	<p>Why did the ancient Maya change the way they lived?</p> <p><b>Identify</b> the purpose of each artefact and reach a <b>judgement</b> about what they suggest about the day to day life of ordinary Maya people</p> <p>The Story of the Trojan Horse: Historical Fact, Legend or Classical Myth?</p> <p><b>Evaluate</b> and <b>critique</b> the different sources of evidence which supposedly depict a Trojan horse. <b>Evaluate</b> and <b>critique</b> the alternative evidence as to what the Trojan horse may have been. <b>Explain</b> which event historians believe Virgil was writing about. <b>Explain</b> why historians believe that many of the stories of ancient Greece may be factitious.</p> <p>How did a pile of dragon bones help to solve an ancient Chinese mystery?</p> <p>Reach a <b>judgement</b> from the evidence of tomb artefacts about the likely identity of the occupant of an important tomb discovered in 1976.</p>		<p>Why did the ancient Maya change the way they lived?</p> <p><b>Identify</b> and <b>describe</b> the features of the ancient cities and explain why they lay undiscovered for a thousand years;</p> <p><b>Describe</b> and <b>explain</b> features of the city and reach a <b>judgement</b> about what its purpose was;</p> <p><b>Describe</b> and <b>explain</b> the different theories surrounding why the ancient Maya abandoned their cities and <b>reach a judgement</b> about which is most probable.</p> <p>How did a pile of dragon bones help to solve an ancient Chinese mystery?</p> <p><b>Explain</b> why these so called 'dragon bones' turned out to be of great historical importance;</p> <p><b>Describe</b> and <b>explain</b> what life was like for people in different sections of Shang society;</p>	<p>The Story of the Trojan Horse: Historical Fact, Legend or Classical Myth?</p> <p><b>Describe</b> the events leading up to the siege of Troy and <b>explain</b> what happened during and at the end of the conflict.</p>	<p>The Story of the Trojan Horse: Historical Fact, Legend or Classical Myth?</p> <p><b>Describe</b> and <b>explain</b> the main events and the part played by historical figures in the story of the siege of Troy</p> <p>How did a pile of dragon bones help to solve an ancient Chinese mystery?</p> <p><b>Reach a judgement</b> regarding the most important qualities required by a ruler and <b>compare and contrast</b> those shown by King Cheng Tang and King Di Xin</p>	<p><b>Ancient Greece) Settlements, society, culture and beliefs:</b> A range of short Greek Myths available on reading shelves (children challenge themselves to see how many they can read) including: Hercules, The adventures of Odysseus, Jason and the golden fleece, Daedalus and Icarus, Perseus and the Gorgon Medusa</p> <p>Reading comprehension: Theseus and the minotaur</p> <p>Enhancing children's understanding that myths and oral history were very important to the ancient Greeks as well as the gods that appear in the myths.</p> <p><b>Significant people and events:</b> The wooden horse</p> <p><b>Artefacts and evidence</b> A range of non-fiction books showing images of artefacts.</p>

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Year 6				<p>Why was winning the Battle of Britain in 1940 so important?  <b>Describe</b> the events leading up to the Battle of Dunkirk and <b>explain</b> what happened during and at the end of the fighting</p> <p><b>Explain</b> why Britain faced the possibility of invasion and <b>reach a judgement</b> about how serious the threat was</p> <p><b>Explain</b> why Hitler needed to defeat the Royal Air Force before launching an attack</p> <p><b>Describe</b> and <b>evaluate</b> the various factors which contributed to the Royal Air Force winning the Battle of Britain and <b>reach a judgement</b> as to which of these they feel were most significant</p> <p>To what extent were the people of Reading affected by World War II?</p>	<p>Why was winning the Battle of Britain in 1940 so important?  <b>Evaluate</b> the effectiveness of the leadership styles of Adolf Hitler and Winston Churchill.</p> <p>To what extent were the people of Reading affected by World War II?</p>	<p><b>Once by Morris Gleitzman</b> (WW2) class book  <b>Significant event</b> – looking at the persecution of the Jewish people written from the point of view of a Jewish child in Poland.  <b>Society</b> – explores the change in how Jewish people were viewed and how their social status changed (rich to ghetto, neighbours to enemy)</p> <p><b>D-Day dog by Tom Palmer</b> (WW2) class book  <b>Conflict</b> – explores the Battle of Dunkirk and the key facts behind it. It provides an opportunity for the children to understand the consequences following the battle.</p> <p><b>Letters from a Lighthouse – Emma Carroll</b> (WW2) book talk book  <b>Significant event</b> – explores the process of evacuation for the protagonist and her brother. Includes how everyday citizens worked covertly to support within the war (not necessarily supporting the government and country). It also introduces the Kindertransport to the children and shows how refugees were treated.</p>
<b>Milestone Outcome</b>	Children will know that they can use a variety of sources of evidence and reports from historians to formulate a judgement about mysteries from the past.		Children will reach a judgement about why people would live in a particular settlement and the reasons as to why they would leave. They will understand why smaller settlements might want to be part of a larger colony and evaluate the impact of colonisation.	Children understand how conflicts in the past have been initiated and resolved and why some continue. They will evaluate the tactics and resources used by opposing sides in conflict and make a reasoned judgement as to why one side was likely to become victorious.	Children evaluate what makes a good leader and how that influences people to follow them. They will understand how and why the presentation of historical events can be altered and how this can result in different versions of the same story.	

This overview organises the curriculum into our main categories to support the children with making important learning connections and support with building subject schema. If you would like further detail regarding this curriculum area please e-mail your enquiry to: [admin@rivermead.wokingham.sch.uk](mailto:admin@rivermead.wokingham.sch.uk) with the subject “History Curriculum enquiry FAO Curriculum and History leader”