



**CALDER VALE PRIMARY SCHOOL**  
**HISTORY KNOWLEDGE NARRATIVE**



<b>THE NATIONAL CURRICULUM</b>	
<b>PURPOSE OF STUDY</b>	<b>AIMS</b>
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<ul style="list-style-type: none"> <li>♣ 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.</li> <li>♣ 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.</li> <li>♣ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>♣ 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.</li> <li>♣ 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.</li> <li>♣ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>
<b>KEY STAGE 1</b>	
<b>PUPILS SHOULD BE TAUGHT ABOUT</b>	
<ul style="list-style-type: none"> <li>♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>♣ 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]</li> <li>♣ 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]</li> <li>♣ Significant historical events, people and places in their own locality.</li> </ul>	
<b>KEY STAGE 2</b>	
<b>PUPILS SHOULD BE TAUGHT ABOUT</b>	
<ul style="list-style-type: none"> <li>♣ Changes in Britain from the Stone Age to the Iron Age</li> <li>♣ The Roman Empire and its impact on Britain</li> <li>♣ Britain's settlement by Anglo-Saxons and Scots</li> <li>♣ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	

- ♣ A local history study
- ♣ A study of an aspect or theme in British history that extends pupils' chronological knowledge 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.

### SUBSTANTIVE CONCEPTS

LEADERSHIP	CHILDHOOD	INVASION AND MIGRATION	CIVILISATION
Leading a group of people and being in a position of power.	A young human below the legal age of maturity.	The movement of people from one place to another, peacefully or through taking over another place with force.	A group of people who live in the same place and follow similar laws, religions and rules. A group of people who have a similar way of life.

### DISCIPLINARY CONCEPTS

CHRONOLOGY	CAUSE AND CONSEQUENCE	CHANGE AND CONTINUITY	SIMILARITY AND DIFFERENCE	SOURCES AND EVIDENCE	SIGNIFICANCE
The science of time – How can we order the past?	The reason or result of things that have happened.	How and why key people, places and events have changed or stayed the same.	What is the same and what is different about this period and others?	How do we know about the past?	Why have events, people and ideas been supported? Why do we remember it?

### BLUEBELL CLASS (KEY STAGE 1)

<b>CHANGES WITHIN LIVING MEMORY</b>	<b>EVENTS BEYOND LIVING MEMORY</b>	<b>LIVES OF SIGNIFICANT INDIVIDUALS</b>	<b>SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN OUR LOCALITY</b>
<p><b>Toys Through Time – How have toys changed and stayed the same over time?</b></p> <p><b>CHILDHOOD – SIMILARITY AND DIFFERENCE</b></p> <p>What are our toys like today? What toys do people play with now?</p> <p>What were older toys like? What toys did people play with then?</p>	<p><b>The Great Fire of London – What might have caused the Great Fire of London?</b></p> <p><b>CIVILISATION – CAUSE AND CONSEQUENCE</b></p> <p>What happened in London during the Great Fire a long time ago?</p> <p>What was London like a long time ago?</p>	<p><b>Brave Explorers – Neil Armstrong and Amelia Earheart, what made their journeys so extraordinary?</b></p> <p><b>INVASION AND MIGRATION – SIGNIFICANCE</b></p> <p>Who was Neil Armstrong and what type of person was he?</p> <p>Who was Amelia Earheart and what type of person was she?</p>	<p><b>The History of Our School – How has our school changed over time?</b></p> <p><b>CHILDHOOD – SOURCES AND EVIDENCE</b></p> <p>What does our school look like now? What is special about our school?</p>

What is the same and different about toys then and toys now?

Past Present Time Memories  
Future Remember Similar  
Different Today Tomorrow  
Yesterday Old Oldest Older  
New Newer Newest technology  
modern materials textiles  
traditional

How did the buildings in London at the time cause the Great Fire?

How did the people in London at the time cause the Great Fire?

Thomas Farynor Pudding Lane  
London River Thames Samuel  
Pepys smoke fire escape  
buildings burn/burned bustling  
flammable extinguished engulfed

What made Amelia Earheart and Neil Armstrong extraordinary?

Journey Extraordinary Special  
Important Courage Crew  
Expedition Memory inspire  
similar legacy aviation  
navigator solo

What did our school look like then?  
What was special about our school?

**Princess Elizabeth – How did Princess Elizabeth impact the lives of others at such a young age?**

**LEADERSHIP – SIGNIFICANCE**

What was happening in Britian during the time Elizabeth was a Princess?

What type of person was Princess Elizabeth?

How might Princess Elizabeth's special message have made people feel?

Princess Queen Monarchy  
Monarch significant special  
Nation broadcast coronation  
hope proud relief empathy  
important

**WILLOW CLASS (KEY STAGE 2)**

<b>CHANGES IN BRITIAN FROM THE STONE AGE TO THE IRON AGE</b>	<b>THE ROMAN EMPIRE AND ITS IMPACT ON BRITIAN</b>	<b>BRITAIN'S SETTLEMENT BY ANGO-SAXONS AND SCOTS</b>	<b>THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR</b>	<b>THE ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS</b>	<b>LOCAL HISTORY STUDY</b>
<p><b>Stone Age Britian – How did life change for children in the Neolithic period?</b>  <b>CHILDHOOD – CHANGE AND CONTINUITY</b></p> <p>What was life like for children in the Mesolithic period?</p> <p>What was life like for children in the Neolithic period?</p> <p>Neolithic Mesolithic                      ancient community                      dense extinct                      prehistory gatherer                      hunter nomad                      reared domesticated</p>	<p><b>Boudicca – Why is Boudicca still remembered and celebrated today?</b>  <b>LEADERSHIP – SIGNIFICANCE</b></p> <p>Who was Boudicca and why did she rebel against the Romans?</p> <p>Why were the Romans so hard to defeat?</p> <p>What impression do we have of Boudicca?</p> <p>Boadicea Boudicca                      honour descended                      noble ancestry                      avenging revenge                      freedom significance                      bravery courage                      inference impression</p>	<p><b>Anglo-Saxons – What can we learn about Anglo-Saxon settlements?</b>  <b>CIVILISATION – SOURCES AND EVIDENCE</b></p> <p>Where did the Anglo-Saxons come from?</p> <p>What were Anglo-Saxon settlements like?</p> <p>What can we learn about Anglo-Saxon settlements from Sutton Hoo?</p> <p>What can we learn about Anglo-Saxon settlements from Beowulf?</p> <p>Anglo-Saxon Roman                      settlement migration                      excavation                      archaeology/archaeologist Sutton Hoo                      River Deben trench mound Beowulf artefacts</p>	<p><b>Vikings – Is it fair to call Vikings 'Brutal Invaders'?</b>  <b>INVASION AND MIGRATION – SOURCES AND EVIDENCE</b></p> <p>What happened during the Viking period?</p> <p>Why did the Vikings migrate to Britain?</p> <p>What can we learn about the Vikings from their longboats?</p> <p>What can we learn about the Vikings from their settlements?</p> <p>Viking migration                      invasion population                      farming chronology                      longboats burial                      Danelaw runes Saga</p>	<p><b>Ancient Egypt – How much did the River Nile support the development of civilisation?</b>  <b>CIVILISATION – CAUSE AND CONSEQUENCE</b></p> <p>How did the River Nile help Ancient Egyptians to farm?</p> <p>How did the River Nile develop transport in Ancient Egypt?</p> <p>How did the River Nile develop technology in Ancient Egypt?</p> <p>Civilisation                      development River Nile                      seasonal desert                      alluvial shaduf                      irrigate/irrigation                      transport power                      thrive</p>	<p><b>The History of Our Village – How has our village changed over time?</b>  <b>CIVILISATION – SIMILARITIES AND DIFFERENCES</b></p> <p>What do we have in our village? Who lives here?</p> <p>What did our village look like in the past? How do we know?</p> <p>What is the same and different about our village now and then?</p> <p>What was it like to live in our village?</p>

<b>A NON-EUROPEAN SOCIETY THAT CONTRASTS WITH BRITISH HISTORY</b>	<b>ANCIENT GREECE – A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD</b>	<b>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY BEYOND 1066</b>	<b>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY BEYOND 1066</b>	<b>THINKING AND WORKING AS A HISTORIAN – REVISIT AND DIP DEEPER</b>	<b>THINKING AND WORKING AS A HISTORIAN – REVISIT AND DIP DEEPER</b>
<p><b>Mayan Civilization – What did the Maya invent and how does it impact us?</b>  <b>CIVILISATION – SIGNIFICANCE</b></p> <p>Why did the Maya place stelae in city-states?</p> <p>What challenges may archaeologists face when trying to decipher ancient scripts?</p> <p>Why is it so extraordinary that the Maya were able to develop one of the most accurate calendar systems in human history?</p> <p>Maya/Mayan civilisation glyphs stelae codex number revered Tzolk'in Haab Mesoamerica codex citizen native settlement environment</p>	<p><b>Ancient Greece – How did leadership differ between city states in Ancient Greece?</b>  <b>LEADERSHIP – SOURCES AND EVIDENCE</b></p> <p>Who were the Ancient Greeks?</p> <p>What values should a leader have?</p> <p>What does Greek Mythology tell us about Athenian values?</p> <p>What does the story of King Leonidas reveal about Spartan values?</p> <p>What values were important to Athenians and Spartans? How did these values influence their styles of leadership?</p> <p>Citizen democracy leader leadership values characteristics qualities boule myth mythology government Spartan Athenian society devotion devoted</p>	<p><b>WW2 Evacuees – How and why did life change for children that were evacuated?</b>  <b>CHILDHOOD – CAUSE AND CONSEQUENCE</b></p> <p>When did children have to evacuate their homes? Where did they go?</p> <p>What was life like for an evacuee?</p> <p>How might it have felt to be evacuated?</p> <p>What happened when the evacuees returned home?</p> <p>Evacuated evacuee billeting identify card rations civilian morale Blitz Operation Pied Piper rural shelter/s invasion industry</p>	<p><b>Black and British – How is American black History and English black History similar and different?</b>  <b>CIVILISATION – SIMILIARITIES AND DIFFERENCES</b></p> <p>Who are some well-known heroes from the past?</p> <p>Why is Rosa Parks a hero?</p> <p>Why is Paul Stephenson a hero?</p> <p>How are Rosa Parks and Paul Stephenson the same and different?</p> <p>Culture circumstance boycott discriminat ion racism civil rights activist immig ration prejudice div ersity inspiration heri tage hero</p>		

