

History - Sequence of Units & Knowledge sequence

What Should Children be Taught?

Key Stage One

Children should be taught about:

1. **changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**
2. **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]
3. **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]
4. **significant historical events, people and places in their own locality.**

Order as listed in National Curriculum (Ref number)	National Curriculum Pupils should be taught about:	Federation of Follifoot & Spofforth		Position in KS1 sequence
		What (Aspect focus)	When	
1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Toys through the ages	Year 1&2 Cycle A Autumn	1 st or 3 rd
2	Events beyond living memory that are significant nationally or globally	The Great Fire of London – why did it start? Why did it spread so quickly?	Year 1&2 Cycle A Spring	2 nd or 4 th
3	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	Tim Berners Lee – WWW William Caxton – Printing press Changes in communication	Year 1&2 Cycle B Summer	2 nd or 4 th
4	Significant historical events, people and places in their own locality.	Spofforth Castle and The Percy family	Year 1&2 Cycle B Autumn	1 st or 3 rd

Key Stage Two

Children should be taught about:

1. changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

2. the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

Julius Caesar's attempted invasion in 55-54 BC

the Roman Empire by AD 42 and the power of its army

successful invasion by Claudius and conquest, including Hadrian's Wall

British resistance, for example, Boudica

'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

3. Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

Scots invasions from Ireland to north Britain (now Scotland)

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Anglo-Saxon art and culture

Christian conversion – Canterbury, Iona and Lindisfarne

4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

Viking raids and invasion

resistance by Alfred the Great and Athelstan, first king of England

further Viking invasions and Danegeld

Anglo-Saxon laws and justice

Edward the Confessor and his death in 1066

5. a local history study

Examples (non-statutory)

a depth study linked to one of the British areas of study listed above

a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, for example, the first railways or the Battle of Britain

7 . 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

- 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world**
- 9. 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.**

Order as listed in National Curriculum (Ref number)	National Curriculum Pupils should be taught about:	Federation of Follifoot & Spofforth		Position in KS2 sequence
		What (Aspect focus)	When	
1	Changes in Britain from the Stone Age to the Iron Age	How farming has changed in Britain from the stone age to the iron age.	Year 3&4 Cycle A Autumn	1 st or 2 nd
2	The Roman Empire and its impact on Britain	Invasion by Claudius and conquest including Hadrian's wall/Romanisation the introduction to early Christianity.	Year 3&4 Cycle A Autumn	1 st or 2 nd
3	Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxon art or culture.	Year 5&6 Cycle A Spring	4 th or 6 th
4	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo Saxon laws and justice.	Year 5&6 Cycle A Spring	4 th or 6 th
5	A local history study	WWII - the impact of WWII on Spofforth and Follifoot including the people who served.	Year 5&6 Cycle B Autumn	4 th or 6 th
6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Impact of Gunpowder, treason and plot. Leisure and Entertainment in the 20 th Century.	Year 5&6 Cycle B Summer	5 th or 7 th
7	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	Overview of earliest civilisations with in-depth study on Achievements of ancient Egypt.	Year 3&4 Cycle B Autumn	1 st or 3 rd
8	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of health and fitness in Greek life, the creation of the Olympic games and the influence on the western world.	Year 3&4 Cycle A Spring	2 nd or 3 rd
9	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.	Mayan civilization-south America Art and culture contrasts with Anglo Saxon art and culture	Year 5&6 Cycle A Summer	5 th or 7 th

History					
Sequence of Units & core knowledge sequence					
			Unit(s)	Focus - which aspect of the period/event/person	Assessment Focus Central substantive knowledge/concepts & application of these
Early Years	Reception	Autumn	Past, present and future	All about me – current year and what is happening in their family, past – what was it like when their parents and grandparents were children.	<ul style="list-style-type: none"> Know about their family and what it is like today. Know what it was like for their parents/grandparents – clothes they wore, chores they had, school.
		Spring			
		Summer			
Key Stage 1	Yr1&2 Cycle A	Autumn	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Toys through the ages.	<ul style="list-style-type: none"> Know about features of toys today. Know how we can find out about the past. Know features of different toys past and present. Know how to recognise old and new toys. Know and use words relating to the passing of time.
		Spring	Events beyond living memory that are significant nationally or globally.	The Great Fire of London (GfL)	<ul style="list-style-type: none"> Know the date of the GfL Know where and why the fire started. Know and explain why it spread so quickly. Know about the developments in buildings and the fire service; knowing how it would be different today.
		Summer			
	Yr1&2 Cycle B	Autumn	Significant historical events, people and places in our own locality.	Spofforth castle and the Percy Family.	<ul style="list-style-type: none"> Know the date the original building was built. Know and explain the role of a castle-including parts of a castle and the role of knights. Know and explain what Spofforth castle was used for. Know about the links with The Percy family.
		Spring			
		Summer	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.	Tim Berners Lee (inventor of WWW) and William Caxton (printing press). Changes in communication	<ul style="list-style-type: none"> Know the dates and inventors name of the printing press and WWW. Know the differences between the printing press and WWW. Know and explain how both changed communication in different ways.
Key Stage 2	Yr 3&4 Cycle A	Autumn	Chronology: stone age to Romans (Stone age and Roman occupation of Britain)	How settlements changed in Britain from the stone age to the iron age. Invasion by Claudius and conquest including Hadrian's wall.	<ul style="list-style-type: none"> Know when the Stone Age, Bronze Age and Iron Age were. Know and explain similarities and differences in houses from the Stone Age to the Iron Age. Know who the Romans were, when and why they invaded Britain and where they settled. Know about Hadrian's Wall, looking at how, where and why it was built; including the different features of the wall.
		Spring	Greek life and the influence on the western world	A study of health and fitness in Greek life, the creation of the Olympic games and the influence on the western world.	<ul style="list-style-type: none"> Know where and when the ancient Greeks lived. Know when and why the ancient Olympics started in Greece. Know and explain how ancient pottery can give us information about the ancient Olympic Games. Know compare and contrast ancient Olympic Games with the Olympic Games of today; recognises similarities and differences.
		Summer			
	Yr 3&4 Cycle B	Autumn			
		Spring			
		Summer	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and one in depth study.	An overview view of ancient civilisations and an in-depth study of ancient Egypt.	<ul style="list-style-type: none"> Know where and when Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China first appeared. Know where and when the Egyptians lived. Know what was important to people during ancient Egyptian times. Know and explain the use of hieroglyphs as a form of communication and recording.
	Yr 5&6 Cycle A	Autumn	End of Roman empire to 1066 – Anglo Saxons and Scots, Viking and Anglo Saxon struggle.	Anglo-Saxon art or culture. Anglo Saxon laws and justice.	<ul style="list-style-type: none"> Know who the Anglo-Saxons and Scots were, when and why they invaded Britain and where they settled. Know and explain what Anglo-Saxon art (jewellery, ceramics, sculptures and wall paintings) was made from,

					<p>showed, and what can be learnt about Anglo-Saxon life from them.</p> <ul style="list-style-type: none"> • Know who the Vikings were, when and where they raided and settled. • Know compare and contrast the modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences. • Know and understand the events of 1066.
		Spring	Non – European society; The Mayan.	Mayan civilization- South America How does Mayan art and culture contrasts with Anglo Saxon art and culture?	<ul style="list-style-type: none"> • Know where and when the Mayans lived. • Know understand and explain what Mayan art was made from, showed, (religious beliefs, their way of life, wars they had fought, how they sacrificed people and their kings) and what can be learnt about Mayan life from them. • Know about the similarities and differences between Mayan art and culture and Anglo-Saxon art and culture.
		Summer			
	Yr5&6 Cycle B	Autumn	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- A local study.	WWII - the impact of WWII on Spofforth and Follifoot including the people who served.	<ul style="list-style-type: none"> • Know some local residents who served during WWII. • Know where the local war memorials are and their significance • Know how life would have changed for an evacuee coming to our villages. • Know and explain the impact on families in our villages – rationing, changes to family dynamics. • Know compare and contrast the impact of WII on our villages and Leeds.
		Spring			
		Summer	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Leisure and Entertainment in the 20 th Century	<ul style="list-style-type: none"> • Know how technology developed over the 20th century. – Radio, cinema, TV, computers, mobile phones. • Know why the cinema was important to people in the 1930s. Know and explain how mobile phones and tablets have changed communication.