



Creativity, Curiosity, Caring

History Curriculum Sequence

Intent – Our Rationale	<p>At Aboyne Lodge, our aim is to stimulate the children’s interest and understanding about the life of people and communities who lived in the past, both in Britain and the wider world. By following an enquiry led approach, we aim to develop open-minded, curious children, who have a sense of identity and cultural understanding based on their historical heritage. We encourage them to value their own and other people’s cultures in modern multicultural Britain by considering how people lived in the past.</p> <p>We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and help them develop skills of enquiry, analysis, interpretation and problem-solving. We aim for the children to be able to use their historical knowledge to make comparisons between time periods, significant events and individuals. We also encourage critical thinking and questioning across all topic areas from EYFS to Year 6. Our topics range from the story of Scott of the Antarctic - a story about heroism and sacrifice as well as noble defeat - to the periods of pre-history where, without any written evidence, we discuss "How do we possibly know?" to a unit on Crime and Punishment where the children study a period of 1000 years covering stories about criminals and how fairly they were treated.</p> <p>Our enquiry led approach across the school provides opportunities for informed debate and we endeavour to relate issues to the present day wherever possible to ensure that our history teaching also contributes to the children's citizenship education.</p> <p>By the end of Year 6 our aim is for the children to be curious, creative, and critical historical thinkers who are able to investigate and interpret the past using concepts such as change and continuity, similarity and difference, cause and consequence and significance, understand chronology and have a rich and deep understanding of Britain's past as well as that of the wider world.</p>		
Curriculum Drivers			
Sustainability	Cultural Diversity	Growth Mindset	Oracy



Key Stage 1

Topic area	Toys	Explorers Scott of the Antarctic / Neil Armstrong	Going to the Seaside	Mary Seacole Compare with Florence Nightingale, Edith Cavell	Great Fire of London	Local area study: Including history of Aboyne Lodge School
	Remembrance			Gunpowder Plot		
Enhancements to Curriculum	St Albans Museum Toys workshop				History off the Page	St Albans High Street
At the end of KS1 pupils will:						
Historical interpretation	Children can: <ul style="list-style-type: none"> Talk about some of the different ways that the past is recorded or represented and name some that tell us about the past 			Children can: <ul style="list-style-type: none"> Say which sources (from a selection) are likely to be the most useful for a task. 		
Historical investigation: including using and understanding sources of evidence	Children can: <ul style="list-style-type: none"> Observe or handle evidence to ask simple questions about the past Observe and use pictures, photographs and artefacts to find out about the past Start to use stories or accounts to distinguish between fact and fiction Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 			<ul style="list-style-type: none"> Choose and select evidence and say how it can be used to find out about the past Start to compare two versions of a past event Compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences. Use information from more than one source in and for their answers 		
Chronology, knowledge and understanding of history (including continuity and change; during and between periods)	Children can: <ul style="list-style-type: none"> Describe some features, events, people and themes from the past and recognise some similarities and differences between aspects of their life and the lives of people in the period being studied Sequence a few events, objects or pieces of information on a timeline Understand that there are reasons why people in the past acted as they did 			Children can: <ul style="list-style-type: none"> When talking or writing about features, events, people or themes from the past, include some details including identifying similarities and differences between ways of life at different times in the past Place events, objects, themes, and people from their history topic on a timeline. Describe significant individuals from the past 		



	<ul style="list-style-type: none"> Use a wider range of 'time' terms including: <i>recently, before, after, now, later</i> Use past and present when describing events 	<ul style="list-style-type: none"> Use some "historical period" terms including century, decade, BC and AD 				
Cause, Consequence and significance	<p>Children can:</p> <ul style="list-style-type: none"> Make some comments about why people did things, why events happened and what happened as a result of these. Point out some historically significant individuals 	<p>Children can:</p> <ul style="list-style-type: none"> Pick out some reasons for and results of people's actions and events Point out some historically significant individuals. 				
Presenting, organising and communicating	<p>Children can:</p> <ul style="list-style-type: none"> Make labelled drawings, write sentences, discuss, and use drama and ICT to show their ideas 	<p>Children</p> <ul style="list-style-type: none"> Use historical vocabulary to retell simple stories about the past Present their findings about the past by using drama / role play as well as writing, maths (data handling), ICT and drawing. 				
Diversity (within a period)	<p>Children can:</p> <ul style="list-style-type: none"> Point out some similarities and some differences between the ways of life of different people living at the time being studied 	<p>Children can:</p> <ul style="list-style-type: none"> Describe some similarities and differences between people (eg rich and poor), events, and beliefs in the period being studied. 				
Know	<p>Pupils show that they are able to see toys within their context, by identifying past and present and matching the relevant toys to right person They can use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl', 'A long time ago', 'When my Mum and Dad were at infant school' etc. Pupils show that they can confidently</p>	<p>Pupils understand the geographical features of Antarctica. They know why Captain Scott is so famous. Understand the nature of his journey. Children understand a little of Scott's background, early career, personality and times in which he lived. Pupils should be able to give 2 or three valid reasons for his actions.</p>	<p>Pupils understand key changes through time of seaside holidays comparing 1900s, 1960 and today. Can identify key period features of seaside holidays especially relating to clothes worn by adults and children and the entertainment available. Begin to recognise that the past can be divided into different</p>	<p>Pupils understand that Mary Seacole was Jamaican and lived about 200 years ago. They grasp from the outset that she was not a trained nurse but helped British soldiers during important battles, especially in the Crimean War. They learn that she is now thought to be the greatest black Briton and is celebrated in many ways including a recent statue</p>	<p>Pupils understand and can explain what happened during the Great Fire and how we can know for sure 350 years later. Pupils can sequence at least 5 events in chronological order. They can describe change over time using temporal connectives such as 'next, the day after, a few days later' etc. They can identify at least 4 reasons why the Great Fire burned</p>	



	<p>identify old toys Pupils can make sensible selections of old toys which are clearly different from today's They can explain why their chosen toy is old using at least 3 criteria They can confidently communicate their understanding of old toys and who would have played with them</p>	<p>Pupils are able to offer appropriate ideas as to how Scott should be remembered and grasp what is really significant about Scott.</p>	<p>periods – Edwardian, Victorian etc.</p>	<p>opposite Houses of Parliament in London. They can identify the most important moments in Mary's life. They know how important Mary's work was in the Crimean War and can explain how we know. They know what life was like for Mary after the war. Pupils can list at least 3 adjectives to describe her distinctive character.</p> <p>Are able to make comparisons with Florence Nightingale (Crimean War) and Edith Cavell (WW1)</p>	<p>down so many buildings. They can talk about the consequences of the fire, empathising with the plight of the 70-80,000 homeless and can appreciate the differences between aid available then compared with national disasters today.</p>	
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Understand this Vocabulary

Topic area	Toys	Scott of Antarctica	Seaside holidays	Mary Seacole Florence Nightingale, Edith Cavell	Great Fire of London	Local area study: History of Aboyne Lodge School
Key Historical terms	<p>A long time ago Before I was born Last week When I was younger</p>			<p>Before, after, next, now, past, present, then, yesterday</p> <p>Century, decade, during, historical, modern, recently</p> <p>Account, artefact, chronological, diary, event, evidence, historian</p>		



	Yesterday, past, present, then, now, after, before, new, next, old			Museum, sequence, source, timeline		
	Event, object, photograph, timeline					
Topic related vocabulary	Cup and ball, diablo, rocking horse, yo-yo, marbles, hobbyhorse, kite, puzzles, dominoes, spinning top, abacus	1910-1913, Antarctica, explorer, expedition, Captain Robert Falcon Scott, Tera Nova, hypothermia, South Pole, Norwegian, Roald Amundsen, Edgar Evans, Lawrence Oates, Wilson, Bowers, rations (pemmican, sledging biscuits, sugar, butter, tea, cocoa powder), Siberian pony	Period specific words including pier, promenade, parasole Victorian, Edwardian	Mary Seacole, St Thomas's hospital, memorial, Crimean War, hospital, hotel, war, ceasefire, statue, William Russell, destitute, Queen Victoria, Florence Nightingale, Sidney Herbert, Scutari,	17 th Century, Samuel Pepys, King Charles, Thomas Bludworth, mayor, Duke of York, scapegoat, quill pen, candlestick, diary, thatch, overhanging, fire squirts, fire hook, leather bucket, gunpowder keg	

Key Stage 2 – Years 3 and 4

Topic area		Ancient Civilisations: Egypt	From Stone Age to Iron Age	How did the arrival of the Romans change Britain?	Local Study of Roman Verulamium	Who were the Anglo Saxons and how do we know what was important to them?
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Enhancements to Curriculum		St Albans Museum – Ancient Grand Egyptian tour	Celtic Harmony	History off the page	Verulamium Park & Museum	
At the end of LKS2 pupils will:						
Historical interpretation	Children can: <ul style="list-style-type: none"> Identify primary and secondary sources of evidence 			Children can: <ul style="list-style-type: none"> Compare sources of evidence to help identify reliable information 		
Historical investigation: using and understanding sources of evidence	Children can: <ul style="list-style-type: none"> Use a range of sources to find out about the past Comment on the usefulness and accuracy of different sources of evidence Look at more than two versions of the same event of story in history and identify differences Regularly address and sometimes devise own questions to find answers about the past 			Children can: <ul style="list-style-type: none"> Gather more detail from sources such as maps to build up a clearer picture of the past Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information Begin to undertake their own research 		
Chronology, knowledge and understanding of history (including continuity and change; during and between periods)	Children can: <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Place a number of events, objects, themes and people from topics studied on a timeline, including those that are sometimes further apart Use some dates and historical period terms When they talk or write about the past, can include detail to show that they are making connections with features of other periods they have studied 			Children can: <ul style="list-style-type: none"> Place historical periods studied as well as information about the topic on a timeline Use dates and period terms accurately When they talk or write about the past, can include detail which shows some understanding of what life was like before and after this, at local, national and world levels. 		
Cause, Consequence and significance	Children can: <ul style="list-style-type: none"> Suggest reasons for and results of people’s actions and events Suggest which people were historically significant 			Children can: <ul style="list-style-type: none"> Give some reasons for and results of historical events, situations and changes Suggest which people and causes and consequences of change are more important 		
Presenting, organising and communicating	Children can:			Children can:		



	<ul style="list-style-type: none"> In their written work, try to organise answers well; state conclusions; give reasons for their ideas; use some dates and historical terms as well as appropriate historical vocabulary Present, communicate and organise ideas about the past using models, drama role play and different genres of writing, including letters, recounts, poems, adverts, diaries, posters and guides 	<ul style="list-style-type: none"> Their written answers are well rounded and organised with clear conclusions and supported by evidence (from different sources) and reasons. Make good use of dates and historical terms / vocabulary such as <i>ruled, reigned, empire, invasion, conquer, kingdoms</i> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing, including letters, recounts, poems, adverts, diaries, posters and guides Start to present ideas based on their own research about a studied period 			
Diversity (within a period)	<p>Children can:</p> <ul style="list-style-type: none"> Describe similarities and differences between some people, events and beliefs in the period of study 	<p>Children can:</p> <ul style="list-style-type: none"> Describe similarities and differences in society, culture and religion in Britain at local and national levels 			
Know	<p><i>Pupils are able to locate Ancient Egypt in time and place (about 5000 years ago; 3000 years before the birth of Christ) and to mention at least 3 or 4 iconic features of Ancient Egyptian civilisation.</i></p> <p>Pupils are able to locate the Nile valley on a world map & make deductions from map evidence. Pupils grasp importance of the</p>	<p><i>Period covers 10,000 years of history: BC450,000 – AD43</i></p> <p>Pupils understand that Britain was once covered in ice. They know that the earliest settlers were hunter-gatherers and lived in caves.</p> <p>Pupils can locate the move to farming on a simple timeline. They grasp that hunter-gatherers were living alongside early farmers about 5,000 years ago.</p>	<p><i>AD43 – AD410 (Anno Domini)</i></p> <p>Children understand the meaning, size & timescale of the Roman Empire by drawing conclusions from maps & timelines.</p> <p>Understand reasons behind the Roman invasion.</p> <p>Roman Britain was part of a huge empire ruled from Rome.</p>	<p>AD43 Romans in St Albans – end of 5th Century</p> <p>20BC local Celtic tribe built their capital in St Albans; a town of wooden huts with thatched roofs surrounded by a ditch and an earth rampart with a wooden palisade on top. The Romans took over the Celtic Settlement and called it Verulamium.</p>	<p>2nd half of the 5th Century AD410 – AD1066</p> <p>Pupils should have a clear overview of the period locating at least Ancient Egypt, Romans, Anglo Saxons & Vikings and be able to show how they overlapped.</p> <p>Understand the reasons for the Saxon invasion (compared with the Roman's motives)</p>



		<p>Nile and significance of annual floods. They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids). Pupils know that water was stored in canals and ditches. They can explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.</p> <p>They can answer questions:</p> <p>What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life</p>	<p>Can answer questions: What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? (Bronze Age) How much did life really change during the Iron Age and how can we possibly know?</p> <p>Understand that Stonehenge was built approx 5000 years ago.</p> <p>Pupils can list 2/3 characteristics of life in an Iron Age hill fort community.</p>	<p>The Romans did not arrive to a totally uncivilised society. Julius Caesar tried to invade and settle twice. Britons carried on trading with the Romans. The Roman Army and their defences were very important; why and how? The Romans contributed much in both the town and countryside. There are many fine examples of Roman building work in Britain today. Arrival of Christianity into Britain. There were many social classes, including slaves. Much disappeared when the Romans left in the 5th Century.</p> <p>Give at least 3 reasons why the Roman Empire came to an end.</p>		<p>Key changes such as the <i>coming of Christianity</i> (a pivotal moment in the development of the Nation's history).</p> <p>Pupils know that by the end of the 7thC the Anglo Saxons were ruling most of Britain.</p> <p>Pupils know that the Anglo Saxons worshipped gods that we named our days of the week after.</p> <p>They can recount the key episodes in the struggle between the Anglo Saxons & Vikings and can identify at least one turning point in Saxon fortunes.</p> <p>They can explain what is meant by the Danelaw.</p> <p>Pupils know that around 955 the kingdom of England was formed but that</p>
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		<p>for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map: Indus valley, Sumer (Mesopotamia Modern Iraq), Shang dynasty China</p>		They can list and describe a range of legacies.		<p>it was still faced with opposition.</p> <p>Pupils are able to describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishment fitted which crimes.</p> <p>Understand: <i>Why do we speak English today?</i> <i>Why are there different countries in the islands of Britain and Ireland?</i></p>
Understand this Vocabulary						
Topic area		Ancient Civilisations: Egypt	From Stone Age to Bronze Age	How did the arrival of the Romans change Britain?	Local Study Roman Verulamium	Who were the Anglo Saxons and how do we know what was important to them?
Key Historical terms	<p>Ancient, BC / AD, century, date, era, in the Century / decade, time period, timeline</p> <p>Archaeology / archaeologist, architecture, artefact, chronology / chronologically, discoveries, evidence, eye-witness, reliable, source</p> <p>Civilisation, conquest, enemies, invade, settle, society</p>			<p>Ancient, BC / AD, century, date, era, in the Century / decade, time period, timeline, first-hand account</p> <p>Archaeology / archaeologist, architecture, chronology / chronologically, discoveries, evidence, eye-witness, primary source, reliable source, secondary source</p>		



				Civilisation, conquest, conquer, conflict, enemies, invade, invasion, settle, settlement, ancient, democracy, empire, unified, kingdom Enquiry, evaluate, conclusion		
Topic related vocabulary		Pyramids, hieroglyphics, River Nile, mummy, Sphinx, Pharaoh, high priest, Papyrus, Sarcophagus, society, BC (Before Christ), chronology, timeline Mesopotamia, Indus Valley, China	hunter-gatherer, prey, Neolithic, Skara Brae, Danebury, Stonehenge, Stone Age, Bronze Age, Iron Age, hill fort, celtic, tribe, tribal, shelter, settlement	Athenian, Persian, Spartan, city state, Aqueduct, barbarian, cavalry, chariot, cohort, gladiator, Iceni, Latin, legion, Londinium, mosaic, Roman, Roman Governor, Queen Boudicca, sewage, sewers, stylus, tax, tribe, villa, honour, philosopher	→	Anglo-Saxon, Angles, Saxons, Jutes, Bretwalda, superking, Mercia, Christianity, pagan, monastery, church, Bede, Cnut, Edward the Confessor, Anglo Saxon chronicle, Bishop Asser, Alfred the Great, Danelaw, monastery, justice Monandaeg Tiwesdaeg, Wodnesdaeg, Dunresdaeg, Frigedaeg, Saeternesdaeg, Sunnendaeg (Monday-Sunday)

Key Stage 2 – Years 5 and 6

Topic area	What did the Vikings want in Britain and how did Alfred stop them getting it?	Early Islam – Baghdad	Ancient Greece	World War II	1000 years of Crime and Punishment	A study of St Albans Abbey
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Curriculum enhancement			History off the page		St Albans Museum – History on Trial workshop	St Albans Abbey
At the end of UKS2 pupils will:						
Historical interpretation	Children can: <ul style="list-style-type: none"> • Explain their evaluation of particular pieces of information and particular sources. • Use a range of evidence to offer some clear reasons or different interpretations of events, linking this to factual understanding about the past 			Children can: <ul style="list-style-type: none"> • Discuss how and why different arguments and interpretations of the past have been constructed • Consider different ways of checking the accuracy of interpretations of the past • Show an awareness of the concept of propaganda • Find and analyse a wide range of evidence about the past • Know that people in the past represent events or ideas in a way that may be to persuade others • Begin to evaluate the usefulness of different sources 		
Historical investigation: using and understanding sources of evidence	Children can: <ul style="list-style-type: none"> • Recognise when they are using primary and secondary sources of information to investigate the past • Start to understand the difference between primary and secondary evidence and the impact of this on reliability • Use a wide range of sources to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites • Take account of a range of information (such as the author, audience and purpose of a source, where and when it was created, when evaluating its accuracy and usefulness. 			Children can: <ul style="list-style-type: none"> • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Investigate their own lines of enquiry by posing historically valid questions to answer • Take account of a range of information (such as the author, audience and purpose of a source, where and when it was created, when evaluating its accuracy and usefulness. 		
Chronology, knowledge and understanding of history (including continuity and change; during and between periods)	Children can: <ul style="list-style-type: none"> • Order and increasing number of significant events (local, national and international) movements and dates on a timeline using dates accurately • Accurately use dates and terms to describe historical events • Identify and note connections, contrasts and trends over time in the everyday lives of people 			Children can: <ul style="list-style-type: none"> • Understand and describe in some detail the key features and main changes to an aspect in a period of history using appropriate historical terms such as <i>culture, attitudes, beliefs, social, economic and political</i> to describe the everyday lives of men, women and children • Understand how some historical events / periods occurred concurrently in different locations 		



				<ul style="list-style-type: none"> Use historical periods as reference points Examine causes and results of great events and the impact these had on people 		
Cause, Consequence and significance	Children can: <ul style="list-style-type: none"> Explain my suggestions by giving reasons for and results of historical events, situations and changes Explain which causes and consequences are the most significant 	Children can: <ul style="list-style-type: none"> Analyse and explain reasons for and results of historical events, situations and changes Explain the significance of different causes and consequences 				
Presenting, organising and communicating	Children can: <ul style="list-style-type: none"> Select, organise and use relevant information to produce structured work, making appropriate use of dates and terms Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious 	Children can: <ul style="list-style-type: none"> Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information / travel guides, posters, news reports Plan and present a self-directed project or research about the studied period. 				
Diversity (within a period)	Children can: <ul style="list-style-type: none"> Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world 	Children can: <ul style="list-style-type: none"> Explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies 				
Know	AD793-1066	AD900	6 th – 5 th Centuries BC - “The Golden Age”	1939-45	13 th – 20 th Century	AD793 foundation of the monastery – present day
Understand this Vocabulary						
Topic area	What did the Vikings want in Britain and how did Alfred stop them getting it?	Early Islam – Baghdad	Ancient Greece	World War II: The Home Front	1000 years of Crime and Punishment	Local Study (St Albans Cathedral & St Alban)
Key historical terms	Change, citizen, continuity, cultural, empire, legacy, monarch(y), social Architecture, civilisation, democracy, government, political, social, society, cultural, religious, empire Ancient, archaeology / archaeologist, conquest, war, discoveries, enemies, excavate, peace Bias, enquiry, evaluate, evidence, interpretation, primary / secondary source, propaganda, reliability			citizen, continuity, cultural, empire, legacy, monarch(y), social Architecture, civilisation, democracy, government, parliament, political, Conquest, war, peace discoveries, enemies, appeasement, invasion, excavate		



				Bias, enquiry, evaluate, evidence, interpretation, primary / secondary source, propaganda, censorship, reliability, critically, empathy, perspective, reliability, analyse, hypothesis		
Topic related vocabulary	Barbarian, blacksmith, brooch, Christianity, coastal, conquest, conqueror, Dane, Danelaw, expedition, heathen, helmet, invader, loom, merchant, trader, Norseman, pillage, plunder, raid, raider, rune, Scandinavia, saga, seafarer, settlement, shield, slave, timber, warfare, weave, chieftain, warrior, herdsman, Alfred, Cnut, Saxon, Yorvik, stereotype	Islam, Arab, Prophet Muhammed, Empire, Baghdad, Caliph, war, faith, military, Qu'ran, Roman Empire, China, trade, merchant, Mongol, Cordoba (Spain)	Ancient Greece, Crete, Athens and Sparta. Ancient, Athenian, city state, honour, Persian, philosopher, Spartan(s), Theseus & the Minotaur (myth & legend), Trojan War, Olympics, Golden Age of Athens', battle, Parthenon	The Home Front, Hitler, Chamberlain, England, Germany, Italy, Japan, France, Russia, United States of America, rationing, evacuee, evacuation, shelter, Anderson, Morrison, The Blitz, billeting officer, VE Day	Medieval, Middle Ages, Saxon, Victorian, enforcement, innocent, guilty, law, order, types of court, policing, capital punishment, humiliation, imprisonment, justice, vagrancy, witchcraft, branding, highwayman, Bloody Code, execution, Transportation, industrialisation, urbanisation, Urban poverty, offender	

