



Subject: History Curriculum End Points - Updated June 2023

GOLDEN THREADS

INVENTION AND EXPLORATION

COMMUNITY AND CULTURE

CONFLICT AND DISTASTER

RELIGION AND BELIEFS

National Curriculum	Golden Thread	Sticky knowledge	Skills	Key vocabulary
Nursery				
<ul style="list-style-type: none"> Recognises and describes special times or events for family and friends. 		<ul style="list-style-type: none"> Birthdays, Christmas and Easter are special times (along with others specific to the children) that are celebrated with family and friends. 	<ul style="list-style-type: none"> To talk about a special occasion they have experienced. 	Family Mummy Daddy Brother Sister Pet Step Dad/Mum Grandparents Friends
Reception				
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 		<ul style="list-style-type: none"> The 'past' is something that has already happened. Life is not the same now as it was in the past. (Roles on society will be dependent on topic) 	<ul style="list-style-type: none"> Children will talk about their families and people they know who are in their community. Children will be able to make comments about images of the past. Children will be able to make comparisons and contrasts about characters from stories, including figures from the past. 	Past Present/Now Compare Different Important Change History



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Year 1				
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		<ul style="list-style-type: none"> Phrases to denote the changing of time e.g. times within the day, days of the week, last year We live differently to how our parents and grandparents lived. 	Children will develop their historical skills by <ul style="list-style-type: none"> Making connections Drawing contrasts Asking historical valid questions Creating structured accounts 	Morning Afternoon Evening Night Days Weeks Months Years Past Present
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]		The First Aeroplane <ul style="list-style-type: none"> The Wright Brothers invented the first successful aeroplane They started building kites and helicopter toys. Their first flight was in 1903. The first plane was made of wood and fabric. 		Plane Orville Wilbur Wright brothers Pilot Flight
		Remembrance Day <ul style="list-style-type: none"> Poppies are a symbol of hope and remind us of the people who died in the First World War. Remembrance Day happens every year. 		
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		Mary Seacole <ul style="list-style-type: none"> Mary Seacole is from Jamaica. She was a nurse who wanted to help heal soldiers in a war. Originally, she was turned away as she was black. She therefore, paid for her own transport to the war zone. 	Jamaica Mary Seacole War Black Transport Soldiers The British Hotel Mother Seacole	



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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]		<ul style="list-style-type: none"> • She set up The British Hotel (a hospital). 		
Significant historical events, people and places in their own locality.		<p>Henry Moore</p> <ul style="list-style-type: none"> • Henry Moore was famous sculptor. • He used stone and bronze to create his sculptures. • His work shows the link between people and nature. • He moved to Much Hadham in 1940 • Many of his works can be viewed at his museum in Perry Green, near Much Hadham. 		<p>Sculpture Bronze Stone Shape</p>

Year 2

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		<p>Cars, then and now – linked to DT (wheels and axles)</p> <ul style="list-style-type: none"> • The first car with an engine was designed by Karl Benz. • Date: 1885 • Place: Germany. • The car only had three wheels and no roof. • Cars now have roofs, glass windows, thicker tyres and are lower to make them quicker. 	<p>Children will develop their historical skills by</p> <ul style="list-style-type: none"> • Making connections • Drawing contrasts • Asking historical valid questions • Creating structured accounts 	<p>Wheels Axles Karl Benz Engine Petrol</p>
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<p>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]</p>		<p>Great Fire of London</p> <ul style="list-style-type: none"> • The fire happened in 1666 and began in a bakery on Pudding Lane. • It was so dry and windy that the fire spread very quickly. Many houses were also made out of wood. • There was no fire brigade at the time so people used leather buckets and water squirts to try and extinguish the flames. • The King ordered houses to be pulled down using fire hooks and blown up so that the fire would not spread as easily. • When rebuilding, houses needed to be faced in brick rather than wood. <p>Remembrance Day</p> <ul style="list-style-type: none"> • World War 1 lasted 4 years • Remembrance Day takes place each year on 11th November. • Remembrance Day is a time to remember those who died in World War 1 • The 2 minute silence takes place at 11am. • Poppies are a symbol of hope for a peaceful time. 		<p>Pudding Lane Extinguish Fire hook Wood Brick</p> <p>Poppies Soldiers Respect Hope Flanders Field War Peace</p>
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<p>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]</p>	<p>Guy Fawkes (linked with English)</p> <ul style="list-style-type: none"> • Guy Fawkes was Catholic. • King James I was Protestant. • Guy Fawkes did not like the way King James I persecuted Catholics. • Guy Fawkes plotted to blow up the Houses of Parliament with other Catholics. • He was caught and put in the Tower of London. <p>Christopher Columbus</p> <ul style="list-style-type: none"> • He was an explorer who aimed to find new lands by boat. • He used the position of the sun, moon and stars to help him navigate his way, along with a compass. • On his first voyage, he landed in the Bahamas. He called this the 'New World'. He was trying to find Asia. • He brought back lots of different foods, which had never been seen before such as pineapples. • Christopher Columbus did treat some people badly as he enslaved them and stole from them. <p>Robert Falcon Scott</p> <ul style="list-style-type: none"> • First British person to reach the South Pole. 	<p>Guy Fawkes King James I Plot Gunpowder Treason Houses of Parliament</p> <p>Voyage Exploration Ships Atlantic Asia Navigate Route America Discover Continent</p> <p>Space Astronaut Moon Earth Mission Apollo 11 USA</p>
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		<p>Ann Bancroft</p> <ul style="list-style-type: none">• The first woman to reach the North Pole by foot.• She was also the first woman who reached <u>both</u> the North and the South Pole. <p>Neil Armstrong</p> <ul style="list-style-type: none">• Neil Armstrong was the first man to walk on the moon in 1969• The space mission when he landed on the moon was called Apollo 11• They collected moon rocks and dirt to take back to Earth with them.• Neil Armstrong's famous phrase is "One small step for man, one giant step for mankind". <p>Helen Sharman</p> <ul style="list-style-type: none">• First British astronaut in space in 1991.• She applied to be an astronaut after hearing an advertisement on the radio.• She had not trained as an astronaut in her previous career.• She was in space for 8 days, most of which was spent on the space station.		<p>Space station Project Juno</p>
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Significant historical events, people and places in their own locality.		St. Andrew's Church <ul style="list-style-type: none"> The church is over 800 years old The 'Tree of Life' window is based on a picture by Henry Moore. 		Stained glass window
Year 3				
Changes in Britain from the Stone Age to the Iron Age		The Stone Age and the Iron Age <ul style="list-style-type: none"> The Stone age was a prehistoric era which occurred before the eras previously studied. It consisted of three different periods called Paleolithic, Mesolithic and Neolithic. Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming. The way people lived (homes, diet) was influenced by natural materials. The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). 	Children will develop their historical skills by <ul style="list-style-type: none"> Making connections Drawing contrasts Asking historical valid questions Creating structured accounts Analysing trends Understanding different pieces of evidence 	Stone, Bronze and Iron Paleolithic, Mesolithic and Neolithic Archaeologist Settlement Hunter Gatherer
Ancient Greece – a study of Greek life and achievements and their influence on the western world		Ancient Greece <ul style="list-style-type: none"> In Athens, Greek styles of art, architecture, philosophy and theatre were developed. The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. 		God and Goddesses Architecture Doric, Ionic and Corinthian Temple Column



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		<ul style="list-style-type: none"> Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. 		
Year 4				
The Roman Empire and its impact on Britain		The Roman Empire <ul style="list-style-type: none"> The Roman invasion of Britain coincided with the Iron Age. It began in AD43 was resisted by Celtic tribes One of the most significant of these tribes was the Iceni tribe, led by Boudicca. The relationship between Celts and Romans was at sometimes peaceful, with some even marrying each other. The Roman invasion had a lasting influence on Britain, including new towns, roads and sanitation. 	Children will develop their historical skills by <ul style="list-style-type: none"> Making connections Drawing contrasts Asking historical valid questions Creating structured accounts Analysing trends Understanding different pieces of evidence 	Caledonia Celts emperor Iceni legion Picts Roman Empire
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		The Ancient Egyptians <ul style="list-style-type: none"> The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to 332BC. The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. The annual flooding of the Nile enabled the Egyptians to grow crops around the 		BC AD Irrigation Silt Hieroglyphics Cartouche Pharaoh Ra Amum



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		<p>banks as the ancient Egyptians developed irrigation systems to sustain their crops.</p> <ul style="list-style-type: none"> • Ancient Egyptians used hieroglyphics to communicate • Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' 		<p>Horus Thoth Ma'at Isis Osiris Hathor Anubis Sekhmet</p>
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Year 5

Britain's settlement by Anglo-Saxons and Scots		<p>The Anglo-Saxons</p> <ul style="list-style-type: none"> • The Angles, Saxons, Jutes and Picts were from other parts of Europe. • The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. • Anglo-Saxon settlement differed from Roman settlements in England as they were made up of small agricultural settlements rather than walled cities. • Anglo Saxon settlements contained homes, places for animals to live and places of work. • The chief would always have the house in the centre of the settlement. 	<p>Children will develop their historical skills by</p> <ul style="list-style-type: none"> • Making connections • Drawing contrasts • Asking historical valid questions • Creating structured accounts • Analysing trends • Understanding different pieces of evidence • Understand why there are contrasting arguments and interpretations from the past 	<p>Angles Christianity missionary Pagan Picts Romans Saxons Scots</p>
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		<p>The Vikings</p> <ul style="list-style-type: none"> • The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. 		<p>Danegeld exile invade kingdom longship</p>



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		<ul style="list-style-type: none"> • They travelled in boats called longships and first arrived in Britain around AD 787 • The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). • They were looking for valuable goods like gold and jewels, imported foods and other useful materials. • They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. 		<p>outlawed pagans pillaged raid wergild</p>
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Year 6

<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <p>WW2: The Home Front</p>		<p>World War II</p> <ul style="list-style-type: none"> • Dates: 1939 - 1945 • The Key Allies were Great Britain, France, the Soviet Union, the USA and China. Key leaders included Neville Chamberlain and Winston Churchill. • The Axis Powers were Germany, Italy and Japan. Key leaders included Adolf Hitler. • Children were evacuated because of air raids/the Blitz. Children were evacuated to places in the countryside which would be less likely to be targeted. • Rationing was introduced across the UK in January 1940. Types of rationed food included: bacon, butter, eggs and sugar. 	<p>Children will develop their historical skills by</p> <ul style="list-style-type: none"> • Making connections • Drawing contrasts • Asking historical valid questions • Creating structured accounts • Analysing trends • Understanding different pieces of evidence • Understand why there are contrasting arguments and interpretations from the past 	<p>Allies Axis Powers home front invasion rationing evacuation air raid Nazi historical sources artefacts</p>
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		<ul style="list-style-type: none"> The role of women changed due to men being away at war. Women took on the jobs that the men traditionally did such as farming and working in factories. Code breaking helped us intercept messages from the enemy. Bletchley Park was a base for codebreaking during World War 2. Alan Turing was a famous code breaker. 		
A local history study		<p>Local History of Much Hadham</p> <ul style="list-style-type: none"> Much Hadham dates back to Saxon times Saxons originally settled in Much Hadham. Much Hadham contains buildings from different historical periods (including Tudor, Georgian, Edwardian, Victorian) Much Hadham has links to World War 2 as it was the site of a prisoner of war camp. Our school building dates back to the 1840's. 		<p>historical sources</p> <p>Tudor</p> <p>Georgian</p> <p>Edwardian</p> <p>Victorian</p> <p>timber-frame</p> <p>bay windows</p> <p>census</p> <p>log books</p>
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			<p>The Mayans</p> <ul style="list-style-type: none"> The Maya civilisation existed from around 2000BC until 1500AD. The Mayans believed in and worshipped a number of different gods and explain the Mayan belief of the Underworld, Middleworld and Upperworld. The Mayans developed a complex number and counting system that was 	<p>civilisation</p> <p>drought</p> <p>ritual</p> <p>jaguar</p> <p>scribes</p> <p>codices</p> <p>maize</p> <p>cacao beans</p>



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advanced for their time and that this is thought to have developed from objects used, such as pebbles, shells and sticks

- The Mayan writing system was made up of over 800 symbols and that Maya scribes wrote books called codices, made from the bark of fig trees.