



# Subject: History Curriculum End Points

GOLDEN THREADS

INVENTION AND EXPLORATION

COMMUNITY AND CULTURE

CONFLICT AND DISTASTER

RELIGION AND BELIEFS

National Curriculum	Golden Thread	Sticky knowledge	Skills	Key vocabulary
<b>Nursery</b>				
<ul style="list-style-type: none"> <li>Recognises and describes special times or events for family and friends.</li> </ul>		<ul style="list-style-type: none"> <li>Birthdays, Christmas and Easter are special times (along with others specific to the children) that are celebrated with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about a special occasion they have experienced.</li> </ul>	Family Mummy Daddy Brother Sister Pet Step Dad/Mum Grandparents Friends
<b>Reception</b>				
<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<ul style="list-style-type: none"> <li>The 'past' is something that has already happened.</li> <li>Life is not the same now as it was in the past. (Roles on society will be dependent on topic)</li> </ul>	<ul style="list-style-type: none"> <li>Children will talk about their families and people they know who are in their community.</li> <li>Children will be able to make comments about images of the past.</li> <li>Children will be able to make comparisons and contrasts about characters from stories, including figures from the past.</li> </ul>	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"> <li>Phrases to denote the changing of time e.g. times within the day, days of the week, last year</li> <li>We live differently to how our parents and grandparents lived.</li> </ul>	Children will develop their historical skills by <ul style="list-style-type: none"> <li>Making connections</li> <li>Drawing contrasts</li> <li>Asking historical valid questions</li> <li>Creating structured accounts</li> </ul>	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]		<b>The First Aeroplane</b> <ul style="list-style-type: none"> <li>The Wright Brothers invented the first successful aeroplane</li> <li>They started building kites and helicopter toys.</li> <li>Their first flight was in 1903.</li> <li>The first plane was made of wood and fabric.</li> </ul>		Plane Orville Wilbur Wright brothers Pilot Flight
		<b>Remembrance Day</b> <ul style="list-style-type: none"> <li>Poppies are a symbol of hope and remind us of the people who died in the First World War.</li> <li>Remembrance Day happens every year.</li> </ul>		
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		<b>Mary Seacole</b> <ul style="list-style-type: none"> <li>Mary Seacole is from Jamaica.</li> <li>She was a nurse who wanted to help heal soldiers in a war.</li> <li>Originally, she was turned away as she was black.</li> <li>She therefore, paid for her own transport to the war zone.</li> </ul>	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"> <li>• She set up The British Hotel (a hospital).</li> </ul>		
Significant historical events, people and places in their own locality.		<p><b>Henry Moore</b></p> <ul style="list-style-type: none"> <li>• Henry Moore was famous sculptor.</li> <li>• He used stone and bronze to create his sculptures.</li> <li>• His work shows the link between people and nature.</li> <li>• He moved to Much Hadham in 1940</li> <li>• Many of his works can be viewed at his museum in Perry Green, near Much Hadham.</li> </ul>		<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><b>Cars, then and now – linked to DT (wheels and axles)</b></p> <ul style="list-style-type: none"> <li>• The first car with an engine was designed by Karl Benz.</li> <li>• Date: 1885</li> <li>• Place: Germany.</li> <li>• The car only had three wheels and no roof.</li> <li>• Cars now have roofs, glass windows, thicker tyres and are lower to make them quicker.</li> </ul>	<p>Children will develop their historical skills by</p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Drawing contrasts</li> <li>• Asking historical valid questions</li> <li>• Creating structured accounts</li> </ul>	<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><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• The fire happened in 1666 and began in a bakery on Pudding Lane.</li> <li>• It was so dry and windy that the fire spread very quickly. Many houses were also made out of wood.</li> <li>• There was no fire brigade at the time so people used leather buckets and water squirts to try and extinguish the flames.</li> <li>• The King ordered houses to be pulled down using fire hooks and blown up so that the fire would not spread as easily.</li> <li>• When rebuilding, houses needed to be faced in brick rather than wood.</li> </ul> <p><b>Remembrance Day</b></p> <ul style="list-style-type: none"> <li>• World War 1 lasted 4 years</li> <li>• Remembrance Day takes place each year on 11<sup>th</sup> November.</li> <li>• Remembrance Day is a time to remember those who died in World War 1</li> <li>• The 2 minute silence takes place at 11am.</li> <li>• Poppies are a symbol of hope for a peaceful time.</li> </ul>		<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><b>Guy Fawkes (linked with English)</b></p> <ul style="list-style-type: none"> <li>• Guy Fawkes was Catholic.</li> <li>• King James I was Protestant.</li> <li>• Guy Fawkes did not like the way King James I persecuted Catholics.</li> <li>• Guy Fawkes plotted to blow up the Houses of Parliament with other Catholics.</li> <li>• He was caught and put in the Tower of London.</li> </ul> <p><b>Christopher Columbus</b></p> <ul style="list-style-type: none"> <li>• He was an explorer who aimed to find new lands by boat.</li> <li>• He used the position of the sun, moon and stars to help him navigate his way, along with a compass.</li> <li>• On his first voyage, he landed in the Bahamas. He called this the 'New World'. He was trying to find Asia.</li> <li>• He brought back lots of different foods, which had never been seen before such as pineapples.</li> <li>• Christopher Columbus did treat some people badly as he enslaved them and stole from them.</li> </ul> <p><b>Robert Falcon Scott</b></p> <ul style="list-style-type: none"> <li>• First British person to reach the South Pole.</li> </ul>	<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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- He was not the first ever person, he was just beaten by a few months by someone from Norway.

### Ann Bancroft

- The first woman to reach the North Pole by foot.
- She was also the first woman who reached both the North and the South Pole.
- She used sledges, huskies and skis to transport her equipment.

### Neil Armstrong

- 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".

### Helen Sharman

- First British astronaut in space in 1991.
- She applied to be an astronaut after hearing an advertisement on the radio.

Space station  
Project Juno



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		<ul style="list-style-type: none"> <li>• She had not trained as an astronaut in her previous career.</li> <li>• She was in space for 8 days, most of which was spent on the space station.</li> </ul>		
Significant historical events, people and places in their own locality.		<b>St. Andrew's Church</b> <ul style="list-style-type: none"> <li>• The church is over 800 years old</li> <li>• The 'Tree of Life' window is based on a picture by Henry Moore.</li> </ul>		Stained glass window
<b>Year 3</b>				
Changes in Britain from the Stone Age to the Iron Age		<b>The Stone Age and the Iron Age</b> <ul style="list-style-type: none"> <li>• The Stone age was a prehistoric era which occurred before the eras previously studied.</li> <li>• It consisted of three different periods called Paleolithic, Mesolithic and Neolithic.</li> <li>• Changes that impacted on the way people lived included the discovery of fire, the development of increasingly</li> </ul>	Children will develop their historical skills by <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Drawing contrasts</li> <li>• Asking historical valid questions</li> <li>• Creating structured accounts</li> <li>• Analysing trends</li> <li>• Understanding different pieces of evidence</li> </ul>	Stone, Bronze and Iron Paleolithic, Mesolithic and Neolithic Archaeologist Settlement Hunter Gatherer



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		<p>sophisticated tools and the introduction of settlements and farming.</p> <ul style="list-style-type: none"> <li>The way people lived (homes, diet) was influenced by natural materials.</li> <li>The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats).</li> </ul>		
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</li> <li>The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</li> <li>Religion was very important in Ancient Greece.</li> <li>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.</li> <li>Temples were built in their honour.</li> </ul>		<p>God and Goddesses Architecture Doric, Ionic and Corinthian Temple Column</p>
<b>Year 4</b>				
<p>The Roman Empire and its impact on Britain</p>		<p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>The Roman invasion of Britain coincided with the Iron Age.</li> <li>It began in AD43</li> <li>was resisted by Celtic tribes</li> <li>One of the most significant of these tribes was the Iceni tribe, led by Boudicca.</li> </ul>	<p>Children will develop their historical skills by</p> <ul style="list-style-type: none"> <li>Making connections</li> <li>Drawing contrasts</li> <li>Asking historical valid questions</li> <li>Creating structured accounts</li> <li>Analysing trends</li> </ul>	<p>Caledonia Celts emperor Iceni legion Picts Roman Empire</p>



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		<ul style="list-style-type: none"> <li>The relationship between Celts and Romans was at sometimes peaceful, with some even marrying each other.</li> <li>The Roman invasion had a lasting influence on Britain, including new towns, roads and sanitation.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding different pieces of evidence</li> </ul>	
<p>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</p>		<p><b>The Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to 332BC.</li> <li>The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.</li> <li>The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops.</li> <li>Ancient Egyptians used hieroglyphics to communicate</li> <li>Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in ‘canopic jars’</li> </ul>		<p>BC AD Irrigation Silt Hieroglyphics Cartouche Pharaoh Ra Amun Horus Thoth Ma’at Isis Osiris Hathor Anubis Sekhmet</p>
<b>Year 5</b>				
<p>Britain’s settlement by Anglo-Saxons and Scots</p>		<p><b>The Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>The Angles, Saxons, Jutes and Picts were from other parts of Europe.</li> <li>The invading forces were drawn to England because of floods and famine in</li> </ul>	<p>Children will develop their historical skills by</p> <ul style="list-style-type: none"> <li>Making connections</li> <li>Drawing contrasts</li> <li>Asking historical valid questions</li> </ul>	<p>Angles Christianity missionary Pagan Picts Romans</p>



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			<p>their own countries and the contrasting rich and fertile farmland in England.</p> <ul style="list-style-type: none"> <li>Anglo-Saxon settlement differed from Roman settlements in England as they were made up of small agricultural settlements rather than walled cities.</li> <li>Anglo Saxon settlements contained homes, places for animals to live and places of work.</li> <li>The chief would always have the house in the centre of the settlement.</li> </ul>	<ul style="list-style-type: none"> <li>Creating structured accounts</li> <li>Analysing trends</li> <li>Understanding different pieces of evidence</li> <li>Understand why there are contrasting arguments and interpretations from the past</li> </ul>	<p>Saxons Scots</p>
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>			<p><b>The Vikings</b></p> <ul style="list-style-type: none"> <li>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>They travelled in boats called longships and first arrived in Britain around AD 787</li> <li>The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</li> <li>They were looking for valuable goods like gold and jewels, imported foods and other useful materials.</li> <li>They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.</li> </ul>		<p>Danegeld exile invade kingdom longship outlawed pagans pillaged raid wergild</p>



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## Year 6

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:

WW2: The Home Front

### World War II

- 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.
- 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.

Children will develop their historical skills by

- 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

Allies  
Axis Powers  
home front  
invasion  
rationing  
evacuation  
air raid  
Nazi  
historical sources  
artefacts

A local history study

### Local History of Much Hadham

- Much Hadham dates back to Saxon times
- Saxons originally settled in Much Hadham.

historical sources  
Tudor  
Georgian  
Edwardian  
Victorian  
timber-frame



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		<ul style="list-style-type: none"> <li>• Much Hadham contains buildings from different historical periods (including Tudor, Georgian, Edwardian, Victorian)</li> <li>• Much Hadham has links to World War 2 as it was the site of a prisoner of war camp.</li> <li>• Our school building dates back to the 1840's.</li> </ul>		<p>bay windows census log books</p>
<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>			<p><b>The Mayans</b></p> <ul style="list-style-type: none"> <li>• The Maya civilisation existed from around 2000BC until 1500AD.</li> <li>• The Mayans believed in and worshipped a number of different gods and explain the Mayan belief of the Underworld, Middleworld and Upperworld.</li> <li>• The Mayans developed a complex number and counting system that was advanced for their time and that this is thought to have developed from objects used, such as pebbles, shells and sticks</li> <li>• 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.</li> </ul>	<p>civilisation drought ritual jaguar scribes codices maize cacao beans</p>