



EYFS	Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking	
	<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
ELG -Talk about the lives of the people around them & their roles in society -Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class -Understand the past through settings, characters & events encountered in books read in class & storytelling				
Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Vocabulary
Nursery	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history 	<ul style="list-style-type: none"> Question why things happened & give explanations Understand why and how questions Asks who, what, when & how 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because
Reception	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how Understands a range of complex sentence structures including tense markers Engage in non-fiction books 	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain
	NURSERY	FOUNDATION		
Vocabulary	Long ago, old, new, today, yesterday, tomorrow, day, now, remember, history, question, this morning, last night, order	The present, the past, the future, week, month, recent parent, grand parent, great grand parent, clue, memory, lifetime, calendar, Who? What? Materials, plastic, sequence, Historian, explain, change		



RIVERSIDE PRIMARY SCHOOL: HISTORY CURRICULUM PROVISION EYFS – Y6

Yr	Enquiry	Historical Knowledge Ancillary Questions	National Curriculum Coverage	Key Concepts	Working Historically Skills	Key Vocabulary <i>For more detailed vocabulary, please see each Enquiry</i>
1	What does it take to become a great explorer?	<p><i>Why is Ranulph Fiennes in the Guinness Book of Records?</i></p> <p><i>How do Amy Johnson's achievements compare with those of Ranulph?</i></p> <p><i>Why did Christopher Columbus sail across an unknown ocean?</i></p> <p><i>What was Neil Armstrong's 'one small step' also a 'great leap' forward?</i></p> <p><i>Are you the kind of person who could become a Mars explorer?</i></p>	<ul style="list-style-type: none"> • Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. 		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	explorer expedition pioneer Voyage inhabitants native government timeline
1	How do we know so much about where Sappho used to live?	<p><i>Who was Sappho and where did she live? (Pompeii)</i></p> <p><i>Why was Pompeii part of the Roman Empire?</i></p> <p><i>What happened to Pompeii on August 24th AD 79?</i></p> <p><i>What evidence exists of what happened at Pompeii at August 24th AD 79?</i></p> <p><i>Why do we know so much about where Sappho used to live?</i></p> <p><i>How did the archaeologists know that people had been buried under the ash at Pompeii?</i></p>	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. 	Change Similarity & Difference Sources Chronology Perspective Continuity Causation Significance Empathy	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Empire Army evidence historian century primary evidence secondary evidence artefacts excavated
1	Why is the history of Plymouth significant?	<p><i>Why was one of Britain's largest prisons built in the middle of Devon? (Dartmoor Prison and the Napoleonic wars)</i></p> <p><i>What did Arthur Ogilvy find in 1927 and why is it amazing? (40,000-year-old jawbone of oldest human ever discovered in Britain)</i></p> <p><i>Why do we remember the achievements of Francis Drake and Francis Chichester?</i></p> <p><i>How did the First World War affect the lives of people where I live?</i></p>	<ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements • Significant historical events, people and places in their own locality. 		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	military artefact excavate evidence timeline fossil BC stone age interpretation voyage armour warfare



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2	How do our favourite toys and games compare with those of children in the 1960s?	<p><i>Why do historians divide up time?</i></p> <p><i>What do people remember about the 1960s?</i></p> <p><i>How do the most popular toys and games of the 1960s compare with those of today?</i></p> <p><i>Why were there no smart toys and games in the 1960s?</i></p> <p><i>How can we make sure we play with smart toys and games safely and securely?</i></p> <p><i>What do adults I know remember about the 1960s?</i></p>	<ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality 		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Historian BC, AD timeline chronological Emperor, invade rebellion, kingdom King slavery decade century primary evidence	
2	Who is the greatest history maker?	<p><i>What does it mean for someone to 'make history'? (Guy Fawkes)</i></p> <p><i>Which of these people was the greatest history maker?</i></p> <ol style="list-style-type: none"> <i>Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</i> <i>Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</i> <i>Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)</i> <i>Malala (Malala Yousafzai, Pakistani human rights activist)</i> <i>Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</i> <i>Elizabeth (Elizabeth I Queen of England)</i> <p><i>How would you like to be remembered as a history maker?</i></p>	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. 		Change Similarity & Difference Sources Chronology Perspective Continuity Causation Significance Empathy	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	annual parliament timeline chronology evidence BC religion castle conquer Empire Peace Fleet victory monarch
2	Why was Charles sent to prison?	<p><i>What did Charles do wrong?</i></p> <p><i>Why were messenger pigeons so important during World War I?</i></p> <p><i>Why were messages sent by pigeon always in code?</i></p> <p><i>How did children know that a war was happening in 1916?</i></p> <p><i>Why were horses very important during World War I?</i></p> <p><i>How did other animals contribute to the war effort?</i></p>	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	war prison crime enemy army soldier trench government retreat rationing trade propaganda battleship memorial commemorate	



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3	How did the lives of Ancient Britons change during the Stone Age?	<p><i>How do people often imagine the Stone Age to be like?</i></p> <p><i>Who left their footprints on the beach and what were they doing there?</i></p> <p><i>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</i></p> <p><i>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</i></p> <p><i>Why was the Red Lady of Paviland so important?</i></p> <p><i>How were people living in Britain at the end of the Stone Age compared with the beginning?</i></p>	Changes in Britain: Stone Age to the Iron Age		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Stone Age Cave man chronological Evidence hunter-gatherers nomadic flint worship ancient generation agriculture settlement
3	What is the secret of the standing stones?	<p><i>Why did the Stone Age come to an end about six thousand years ago?</i></p> <p><i>Why was the Amesbury Archer so important?</i></p> <p><i>Why do people build monuments?</i></p> <p><i>Why did Bronze Age people build monuments at Merrivale?</i></p> <p><i>Who was buried in the cist at Merrivale?</i></p>	Changes in Britain: Stone Age to the Iron Age	Change Similarity & Difference Sources Chronology Perspective Continuity Causation Significance Empathy	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Smelting Manufacture artefacts reconstruction speculate community trade international metalworking democracy commemorate sacred millennium military theory
3	How do artefacts help us understand the lives of people in Iron Age Britain?	<p><i>How can we recognise Iron Age hill forts today?</i></p> <p><i>What might hill forts have looked like when they were first built?</i></p> <p><i>How do we know that life wasn't always very peaceful in the Iron Age?</i></p> <p><i>What were stators and how did Iron Age people use them?</i></p> <p><i>Why have so many wonderful Iron Age artefacts been found underwater?</i></p>	Changes in Britain: Stone Age to the Iron Age		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	hill fort archaeologist evidence reconstruction tribe, culture smelting, fertile temporary Siege artefacts offering ceremony theory explanation



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4	How did the arrival of the Romans change Britain?	<p><i>Why did Emperor Claudius invade Britain?</i></p> <p><i>Why did the Romans almost lose control of Britain? (War with Boudica)</i></p> <p><i>Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her?</i></p> <p><i>Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall)</i></p> <p><i>How do we know so much about the towns the Romans built in Britain?</i></p> <p><i>Why did the Romans organise gladiatorial games?</i></p>	The Roman Empire and its impact on Britain	Change Similarity & Difference Sources Chronology Perspective Continuity Causation Significance Empathy	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Empire Emperor empress invasion motives manufacture gladiators amphitheatre primary evidence sources historian plundered ransacked retreat; legend archaeologist fortified
4	Who were the Anglo Saxons and how do we know what was important to them?	<p><i>Why did the Romans leave Britain?</i></p> <p><i>Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind?</i></p> <p><i>How did the lives of Anglo Saxons change after Ethelbert met Augustine?</i></p> <p><i>(Conversion to Christianity)</i></p> <p><i>How did converting to Christianity change the lives of people in Britain?</i></p> <p><i>What does Sutton Hoo tell us about the Anglo Saxon world?</i></p>	Britain's settlement by Anglo Saxons and Scots			Primary evidence secondary evidence tribe settlement ruins, slave convert, church nobleman, serf mound excavation manufacture reconstruction
4	What did the Vikings really want and how did Alfred prevent them getting it?	<p><i>What was the "terror" that appeared in Britain on June 8th 793?</i></p> <p><i>Why was the design of their longships so important to the Vikings?</i></p> <p><i>What were the two treasures that most Viking Norsemen wanted from Britain?</i></p> <p><i>Viking horned helmets – historical fact or myth?</i></p> <p><i>Why is Alfred the only King or Queen of England to have 'the Great' after their name?</i></p>	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			Heathens Monk, Slave Voyage settlement occupy, legend medieval, tyranny overthrew famine, scripture pagan, illiterate legacy



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5	Why did the ancient Maya change the way they lived?	<p><i>Who are the Maya and where do they live?</i></p> <p><i>What are the main occupations of Maya people today?</i></p> <p><i>What did John and Frederick rediscover in 1839?</i></p> <p><i>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</i></p> <p><i>Why do historians know so much about ancient Maya society?</i></p> <p><i>Why was pok-a-tok more than just a ball game?</i></p> <p><i>Why did the ancient Maya leave their jungle cities?</i></p>	<p>•a non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation, including a study of Baghdad around AD 900; Mayan civilisation around AD 900; or Benin (West Africa) around AD 900–1300.</p>	Change Similarity & Difference Sources Chronology Perspective Continuity Causation Significance Empathy	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising	Plantation hieroglyphics cultivated temple pyramid rituals civilisation artefacts drought famine overpopulation unreliable
5	Why was winning the Battle of Britain in 1940 so important?	<p><i>How serious was the risk of invasion by Nazi Germany in June 1940?</i></p> <p><i>What did Hitler need to achieve if an invasion was going to succeed?</i></p> <p><i>Why did Britain win the Battle of Britain?</i></p>	<p>•a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>			Invasion occupied territories prime minister evacuation mainland government retreat Speculate artillery broadcast combat opponent
5	Key Question: What did King George VI mean when he said, 'The history of York is the history of England'?	<p><i>What were head pots and why have so many been found at York?</i></p> <p><i>Who was Oshere and why didn't he come back for his helmet?</i></p> <p><i>How was the money raised to pay for the building of York Minster?</i></p> <p><i>Why do we remember what happened to a dog at the Battle of Marston Moor?</i></p> <p><i>How did the coming of the industrial age change York?</i></p>	<p>•a local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p>			military campaign raids archaeologist excavating artefact nobleman Parliament divine ruler propaganda economy goods services industrial age



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5	Why was winning the Battle of Britain in 1940 so important?	<p><i>How serious was the risk of invasion by Nazi Germany in June 1940?</i></p> <p><i>What did Hitler need to achieve if an invasion was going to succeed?</i></p> <p><i>Why did Britain win the Battle of Britain?</i></p>	<p>•a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>			Invasion occupied territories prime minister evacuation mainland government retreat Speculate artillery broadcast combat opponent
5	Key Question: What did King George VI mean when he said, 'The history of York is the history of England'?	<p><i>What were head pots and why have so many been found at York?</i></p> <p><i>Who was Oshere and why didn't he come back for his helmet?</i></p> <p><i>How was the money raised to pay for the building of York Minster?</i></p> <p><i>Why do we remember what happened to a dog at the Battle of Marston Moor?</i></p> <p><i>How did the coming of the industrial age change York?</i></p>	<p>•a local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p>			military campaign raids archaeologist excavating artefact nobleman Parliament divine ruler propaganda economy goods services industrial age



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6	Key Question: How did a pile of dragon bones help to solve an Ancient Chinese mystery?	<p><i>What was odd about the dragon bones that Wang Yirong bought?</i></p> <p><i>What do the engraved bones tell us about the beliefs of the Shang?</i></p> <p><i>Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</i></p> <p><i>Rise and fall: How did the reign of King Cheng Tang compare with that of King Di Xin?</i></p> <p><i>What made Fu Hao stand out from the crowd?</i></p>	<ul style="list-style-type: none"> the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China. 		<p>Identifying</p> <p>Recognising</p> <p>Describing</p>	<p>culture</p> <p>legend</p> <p>inhabited</p> <p>hieroglyph</p> <p>civilisation</p> <p>ancestors</p> <p>interpret</p> <p>nobles</p> <p>illiterate</p> <p>empire</p> <p>monarch</p> <p>peasant</p> <p>overthrow</p> <p>besieged</p>
6	The story of the Trojan Horse: historical fact, legend or classical myth?	<p><i>What exactly is the story of The Trojan Horse?</i></p> <p><i>What evidence exists to authenticate the story of The Trojan Horse?</i></p> <p><i>What other explanations could there be for the origin of the story of The Trojan Horse?</i></p>	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the Western world. 	<p>Change</p> <p>Similarity & Difference</p> <p>Sources</p> <p>Chronology</p> <p>Perspective</p> <p>Continuity</p> <p>Causation</p> <p>Significance</p> <p>Empathy</p>	<p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p>	<p>historians</p> <p>evaluate</p> <p>kingdoms</p> <p>government</p> <p>expedition</p> <p>siege</p> <p>primary</p> <p>fortifications</p> <p>legend</p> <p>speculation</p> <p>reconstruction</p> <p>mutiny</p> <p>Perspective</p> <p>viewpoint</p> <p>authenticity</p> <p>accuracy</p>
6	Why did Britain once rule the largest empire the world has ever seen?	<p><i>Why was it said that the sun never set on The British Empire?</i></p> <p><i>Why did Britain build an empire around the world?</i></p> <p><i>What happened to The British Empire?</i></p> <p><i>What happened in Britain between April 2nd and June 14th 1982 and why?</i></p>	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 		<p>Empathising</p> <p>Hypothesising</p>	<p>Empire</p> <p>Invasion</p> <p>Missionary</p> <p>Monarch</p> <p>movement</p> <p>uprising</p> <p>chronology</p> <p>disputed</p> <p>military</p> <p>legitimate</p> <p>sacrifices</p> <p>usurped</p> <p>democratic</p>



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