



# CUSP HISTORY Handbook

|

SINGLE AGE SEQUENCE

CURRICULUM ARCHITECTURE  
LONG-TERM SEQUENCE

|

Early Years Foundation Stage

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

September 2023

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## AN EXAMPLE OF THE LONG-TERM SEQUENCE FOR HISTORY – EYFS to KS1

	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
Specific Area of Learning <b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Talk about the lives of 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>History</li> <li>Historian</li> <li>After</li> <li>Before</li> <li>New</li> <li>Old</li> <li>Now</li> <li>Past</li> <li>Present</li> <li>Time</li> </ul> <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> <li>Know about personal history – birthdays, celebrations.</li> <li>Celebrating cultural diversity of children in the class.</li> <li>Traditional festivals and celebrations.</li> <li>Routines - Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Life cycles and growing plants to introduce change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.</li> <li>Learning about the family traditions of children in class from different cultural backgrounds.</li> <li>Remembrance Day.</li> <li>Black History week – Rosa Parks.</li> <li>Bonfire Night – Guy Fawkes.</li> <li>R.E themes taught through Discovery RE.</li> <li>Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.</li> <li>London past and present – Link ‘The Naughty Bus,’ story.                             <ul style="list-style-type: none"> <li>Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Child-led learning inspired from books – Tim Peake / Astronauts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> </ul>
	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			

# CUSP Early Foundations – Structured Story Time, Foundational Knowledge, and Opportunities and Experiences

## What do we mean by Opportunities and Experiences?


The **Foundational Knowledge** and **Progression** documents outline the key concepts that we want pupils to learn and how their application of knowledge will become more advanced throughout the EYFS.

The **Opportunities and Experiences** document acts as a menu for practitioners to select ideas for how core aspects of learning can be built into provision so that pupils can develop their understanding of the key concepts that they have learned. This is not exhaustive and practitioners will need to be responsive to the young people in their care.


We have deliberately built this around **learning**, not activity, so that we keep the focus on how pupils **interact** with the knowledge and skills acquired through the curriculum.



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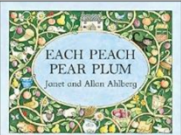


**Foundational Knowledge**



**Opportunities and Experiences**

Know the difference between long ago and now. Order modern and old objects or events using everyday language related to time. Know 'my life' is different from the lives of people in the past. Know the days of the week, months of the year and about New Year. Begin to experience measuring time with timers and calendars. Know that a clock / watch tells us what time it is / when to do things.



**EYFS**

rich mathematics

+

exemplary phonics

What will I explicitly teach?


Where will pupils meet this in continuous provision?  
How will it progress throughout the year?

How will I enhance this provision?

What does effective interaction look like?

When will pupils meet this learning and vocabulary again?

What will it look like if pupils have secured their understanding?



**Structured Story Time**



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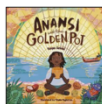
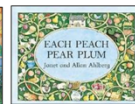
## Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Retell a simple past event directly related to them in correct order, e.g., went on swings, hurt knee.</li> <li>Begin to anticipate times of the day such as mealtimes or home time.</li> <li>Begin to know the days of the week (e.g. through song) and the word today.</li> <li>Begin to understand some talk about the immediate past and future.</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell simple past events related to their own lives in the correct order.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as first... then...</li> <li>Begin to develop chronological understanding, e.g. ordering photos of themselves.</li> <li>Can predict routines linked to established timetables, e.g. next we will...</li> <li>Know the days of the week, e.g. through song.</li> <li>Begin to know the months of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between long ago and now.</li> <li>Order modern and old objects or events using everyday language related to time.</li> <li>Know 'my life' is different from the lives of people in the past.</li> <li>Know the days of the week, months of the year and about New Year.</li> <li>Begin to experience measuring time with timers and calendars.</li> <li>Know that a clock / watch tells us what time it is / when to do things.</li> </ul>
<b>Essential vocabulary</b>	day, night, morning, afternoon, today, days of the week	before, after, next, now, yesterday, tomorrow	time, week, month, year, later, long ago
<b>What will I explicitly teach?</b>	<b>Where could pupils meet this in provision (this is not exhaustive)?</b>		
	<b>Specific provision</b>		<b>Wider provision</b>
<ul style="list-style-type: none"> <li>the class visual timetable</li> <li>days of the week</li> <li>months of the year</li> <li>how to order simple events</li> <li>ordering vocabulary, e.g. now, next, then, today, tomorrow</li> <li>how to use simple timers</li> <li>what a clock / watch is for some differences between long ago and now</li> </ul>	<p><b>Domestic role play</b></p> <ul style="list-style-type: none"> <li>clock, calendar, cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories</li> </ul>	<p><b>Maths area</b></p> <ul style="list-style-type: none"> <li>calendars</li> <li>wooden puzzle clocks (to put numbers in)</li> <li>loose parts for ordering objects, e.g. smallest to largest / vice versa</li> <li>season cards for ordering</li> <li>months picture cards for ordering</li> <li>visual timetables for sequencing</li> </ul>	<p><b>Outdoor playing games area</b></p> <p><b>Playing games area (outdoor)</b></p> <ul style="list-style-type: none"> <li>How many xxx can they complete in xxx time?</li> <li>beanbags (different colours)</li> <li>selection of hoops</li> <li>balls of different sizes and colours</li> <li>baskets</li> <li>slipping ropes</li> <li>parachute</li> <li>obstacle course equipment</li> <li>tunnels</li> <li>space hoppers</li> <li>timers</li> </ul> <p>Pupils will also meet this in other aspects of the provision, for example, daily visual timetables, daily maths meetings – calendar – day, date, weather, seasons; when looking at themselves and their families and how they have changed; when singing songs linked to days of the week, months of the year; through stories such as <i>Nursery? Not Today!</i></p>



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## Understanding the World: History focus

	2 – 3 years	3 – 4 years	4 – 5 years
<b>Stories that could unlock this learning include:</b>	 	 	 
<b>Five Ideas for enhancements</b>	<ol style="list-style-type: none"> <li>Put <i>Humpty Dumpty</i> back together again.</li> <li>Order the events in <i>Humpty Dumpty</i>.</li> <li>Order the events in <i>Incy Wincy</i>.</li> <li>Make a sled for Matthew Henson using the large loose parts / explore the ice linked to Matthew Henson's frozen ocean.</li> <li>Match the animals to their babies.</li> </ol>	<ol style="list-style-type: none"> <li>Sequence <i>Ten Currant Buns / Miss Polly</i>.</li> <li>Put the landmarks the Queen went past to get her hat in order.</li> <li>Order photos of themselves, e.g. at different birthdays.</li> <li>Pretend to be bakers / doctors (and other local occupations).</li> <li>Re-enact birthday parties / celebrations.</li> </ol>	<ol style="list-style-type: none"> <li>Compare Anansi's family to their own.</li> <li>Make the Red-Red stew like Anansi's Nana (family tradition). Explore traditional Ghanaian clothes.</li> <li>Sort the new and old household items (linked to <i>Each Peach...</i>).</li> <li>Make a mangle to wring out the clothes.</li> <li>Sequence the characters the bears meet in <i>Each Peach Pear Plum</i>.</li> </ol>



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## CUSP History Single Age Sequence Content Progression

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

# AN EXAMPLE OF THE LONG-TERM SEQUENCE FOR HISTORY Year 1 – Year 6 for the Single Age Sequence

## SUGGESTED SUBSTANTIVE CONCEPTS

Community	Knowledge	Invasion	Civilisation	Power	Democracy	
<p><b>EYFS</b></p> <p><b>Understanding the world</b></p> <p><b>Past and Present</b> 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.</p> <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p style="text-align: center;"><b>Year 1</b></p> <p style="text-align: center;">Changes within living memory   <b>COMMUNITY KNOWLEDGE</b>   Nationality, Rights, Society</p>	<p style="text-align: center;"><b>Year 2</b></p> <p style="text-align: center;">Events beyond living memory   <b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b>   City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p style="text-align: center;"><b>Year 3</b></p> <p style="text-align: center;">Stone Age Bronze Age Iron Age   <b>KNOWLEDGE COMMUNITY POWER</b>   Settlement, Belief, Conflict, Trade, Trade routes</p>	<p style="text-align: center;"><b>Year 4</b></p> <p style="text-align: center;">Britain's settlement by Anglo-Saxons and Scots   <b>INVASION POWER COMMUNITY</b>   Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p style="text-align: center;"><b>Year 5</b></p> <p style="text-align: center;">Ancient Greece   <b>POWER DEMOCRACY KNOWLEDGE CIVILISATION</b>   Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p style="text-align: center;"><b>Year 6</b></p> <p style="text-align: center;">How did conflict change our local area in WW2   Local history study <b>POWER INVASION DEMOCRACY COMMUNITY</b>   Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>
<p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p style="text-align: center;">Lives of significant people   <b>KNOWLEDGE COMMUNITY</b>   Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p style="text-align: center;">Significant historical events, people and places in our locality   <b>COMMUNITY KNOWLEDGE POWER</b>   Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p style="text-align: center;">Rome and its impact on Britain   <b>INVASION POWER CIVILISATION</b>   Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p style="text-align: center;">Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor   <b>INVASION POWER COMMUNITY</b>   Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p style="text-align: center;">Compare non-European society with Anglo-Saxons (Maya or Benin)   <b>CIVILISATION KNOWLEDGE POWER</b>   City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p style="text-align: center;">Windrush Generation   <b>COMMUNITY DEMOCRACY POWER</b>   Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
<p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p style="text-align: center;">More lives of significant people   <b>KNOWLEDGE COMMUNITY</b>   Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p style="text-align: center;">Revisit events beyond living memory   <b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b>   City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p style="text-align: center;">Achievements of an ancient civilisation Egypt or Shang Dynasty   <b>CIVILISATION KNOWLEDGE POWER INVASION</b>   Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>	<p style="text-align: center;">Five Significant Monarchs   <b>POWER INVASION DEMOCRACY</b>   Conflict, Conquest, Empire, Monarchy, Queen, King, Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament, Society, Rules / law  or  Battle of Britain   <b>POWER   INVASION   COMMUNITY</b>   Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>	<p style="text-align: center;">Five Significant Monarchs   <b>POWER INVASION DEMOCRACY</b>   Conflict, Conquest, Empire, Monarchy, Queen, King, Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament, Society, Rules / law  or  Battle of Britain   <b>POWER   INVASION   COMMUNITY</b>   Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>	
<b>SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN</b>						
<b>Historical enquiry</b>						
<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>	

These are the suggested order for the Single Age Sequence. As with any plan, you can adjust and change the sequence to suit your school. If you make changes, please check other subject connections match up.

## Examples of Cumulative End Goals – By the end of Year 1

	Community	Knowledge	Power	Democracy
	<p>Pupils develop an understanding of the concept of <b>COMMUNITY</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>KNOWLEDGE</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>POWER</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>DEMOCRACY</b> through:</p>
Changes within living memory	<ul style="list-style-type: none"> <li>knowing how shops and the high street have changed over time</li> <li>knowing and explaining the lives of significant people and how they lived</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how knowledge and technology has changed our community and local area through a study of shops</li> <li>understanding that knowledge shaped the way significant people thought and influenced what we know and do today</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping</li> <li>knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining that in the past, people in power were not always chosen by the people</li> <li>knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning</li> </ul>
<p>The lives of significant people</p> <p>(Mary Anning and David Attenborough)</p>	<ul style="list-style-type: none"> <li>knowing and explaining how their local area changed</li> </ul>	<p> </p> <p>Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake</p>	<ul style="list-style-type: none"> <li>knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining that sometimes people are not treated fairly</li> </ul>
<p>More lives of significant people</p> <p>(Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)</p>				

## Examples of Cumulative End Goals – By the end of Year 2

	Community	Knowledge	Power	Democracy
Events beyond living memory (Great Fire of London)	<p>Pupils develop an understanding of the concept of <b>COMMUNITY</b> through:</p> <p> </p> <ul style="list-style-type: none"> <li>knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury</li> </ul>	<p>Pupils develop an understanding of the concept of <b>KNOWLEDGE</b> through:</p> <p> </p> <ul style="list-style-type: none"> <li>knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built</li> <li>understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways</li> </ul>	<p>Pupils develop an understanding of the concept of <b>POWER</b> through:</p> <p> </p> <ul style="list-style-type: none"> <li>knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary</li> <li>knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire</li> </ul>	<p>Pupils develop an understanding of the concept of <b>DEMOCRACY</b> through:</p> <p> </p> <ul style="list-style-type: none"> <li>knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example</li> <li>knowing that in the past, people in power were not always chosen by the people</li> <li>knowing that the way people ruled has changed over time</li> <li>explaining that democracy is a fair way of deciding who should be in charge</li> </ul>
Significant historical events, people, places in our locality	<ul style="list-style-type: none"> <li>knowing and explaining how their local area was shaped by events and people</li> <li>knowing and explaining what life was like in the community of London over 300 years ago</li> </ul>			
Significant historical events, people, places in our locality	<ul style="list-style-type: none"> <li>knowing and explaining how the community and place they live has been shaped by significant past events and people</li> </ul>			

## Examples of Cumulative End Goals – By the end of Year 3

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	<p>Pupils develop an understanding of the concept of <b>COMMUNITY</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>KNOWLEDGE</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>INVASION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>CIVILISATION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>POWER</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>DEMOCRACY</b> through:</p> <p> </p>
Changes in Britain from the Stone Age – Iron Age	<ul style="list-style-type: none"> <li>knowing and explaining how communities change through studying the Stone Age – Iron Age</li> <li>knowing and explaining how technology and knowledge changed the way prehistoric people lived</li> <li>knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans</li> <li>knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons</li> <li>knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome</li> <li>knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain</li> <li>knowing and explaining what caused leaders to invade other places, such as wanting to get better resources</li> <li>knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain</li> <li>knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome</li> <li>knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans</li> <li>Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence</li> <li>knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how leaders ruled communities, kingdoms and civilisations</li> <li>knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations</li> <li>knowing and explaining about hierarchies within communities, kingdoms and civilisations</li> </ul>
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> <li>knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple</li> <li>knowing and explaining the importance of burials within a community</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items</li> <li>knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe</li> </ul>			

## Examples of Cumulative End Goals – By the end of Year 4

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	<p>Pupils develop an understanding of the concept of <b>COMMUNITY</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>KNOWLEDGE</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>INVASION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>CIVILISATION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>POWER</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>DEMOCRACY</b> through:</p> <p> </p>
Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> <li>knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how leaders ruled communities, kingdoms and civilisations</li> </ul>
Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> <li>knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities</li> <li>knowing and explaining the importance of burials within a community</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt</li> <li>knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain</li> <li>knowing and explaining how knowledge of metalwork also inspired jewellery and personal items</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin</li> <li>knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation</li> </ul>	<ul style="list-style-type: none"> <li>knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such the three declines during the ancient Egyptian civilisation</li> <li>knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence</li> <li>knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England</li> </ul>	<ul style="list-style-type: none"> <li>knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations</li> <li>knowing and explaining about hierarchies within communities, kingdoms and civilisations</li> </ul>
Ancient civilisation - Egypt or Shang Dynasty		<ul style="list-style-type: none"> <li>knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain</li> <li>knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe</li> </ul>			

## Examples of Cumulative End Goals – By the end of Year 5

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	<p>Pupils develop an understanding of the concept of <b>COMMUNITY</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>KNOWLEDGE</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>INVASION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>CIVILISATION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>POWER</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>DEMOCRACY</b> through:</p> <p> </p>
Ancient Greece	<ul style="list-style-type: none"> <li>knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement</li> <li>knowing and explaining that beliefs, buildings and places create communities, such as the temples, pyramids and cities of the Maya or Benin</li> <li>knowing and explaining the importance of beliefs, rituals and burials within a community, such as the Maya's polytheism or Anglo-Saxon's Christianity</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons – Ancient Greece, Maya, Benin</li> <li>knowing and explaining how knowledge of technology, maths and building helped shape civilisations, such as Maya, Benin or Ancient Greece</li> <li>knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece, Maya, Benin</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire</li> <li>knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts with the Persians</li> <li>knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as Battle of Marathon or Salamis</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as the Ancient Greek Empire</li> <li>knowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, such as Maya or Benin</li> <li>knowing and explaining the causes and effects that led to civilisations, kingdoms rising and falling, such as the Maya or Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power is connected to knowledge, belief, technology and trade - it was used to make city-states or civilisations stable and better places to live, such as writing and number systems invented by the Maya</li> <li>knowing and explaining that the power to build great buildings, such as the Parthenon in Athens or Maya pyramids, brought people together through a shared belief</li> <li>Knowing and understanding why inventions, such as metalwork, writing, astronomy or irrigation gave leaders the power to control and influence</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how leaders ruled civilisations through early democracy in Athens</li> <li>knowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations, such as the Sparta</li> <li>knowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people, such as in Maya city-states</li> <li>knowing and explaining about hierarchies within communities, kingdoms and civilisations</li> </ul>
Maya or Benin comparison with Anglo-Saxon Britain						

## Examples of Cumulative End Goals – By the end of Year 6

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	<p>Pupils develop an understanding of the concept of <b>COMMUNITY</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>KNOWLEDGE</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>INVASION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>CIVILISATION</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>POWER</b> through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of <b>DEMOCRACY</b> through:</p> <p> </p>
How did conflict change the locality in WW2?	<ul style="list-style-type: none"> <li>knowing and explaining how communities and localities change through studying the 'friendly invasion' when USAF bases were built across Britain and the Windrush generation</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Windrush people migrated from the Caribbean to Britain</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the invasion of Poland by Hitler's Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things, such as William the Conqueror or Henry VIII</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how power is connected to knowledge, technology and trade – it can be used positively or negatively</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how different kings and queens ruled and controlled power</li> </ul>
The Windrush generation	<ul style="list-style-type: none"> <li>knowing how religion, culture and beliefs shaped the community, such as in London when the Windrush pioneers arrived</li> <li>knowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrush / WW2</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how the knowledge of rules and laws helped shape and control communities, for example rationing in the Second World War / Battle of Britain</li> <li>knowing and explaining how knowledge and skills were in demand from Windrush settlers in post war Britain</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as Queen Elizabeth I's war with Spain.</li> </ul>	<ul style="list-style-type: none"> <li>knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations or kingdoms, such as in Tudor times</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how the power to build and change communities positively, such as the Notting Hill carnival, happened</li> </ul>	<ul style="list-style-type: none"> <li>knowing how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms, such as William the Conqueror in 1066</li> </ul>
Battle of Britain or Five Significant Monarchs	<ul style="list-style-type: none"> <li>knowing and explaining that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration</li> </ul>		<ul style="list-style-type: none"> <li>knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as the Battle of Britain (Y5/6)</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling, such as the rise and fall of Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining that the power to change things doesn't guarantee success – Hitler's decision to start the Second World War</li> <li>knowing and explaining the reasons why people exerted force and power over others, such as Henry VIII's decision to create the Church of England and dissolve the monasteries</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining about hierarchies within communities and kingdoms</li> <li>knowing and explaining how the Windrush generation fought for their democratic rights to live in the UK</li> </ul>

