

History Curriculum Overview

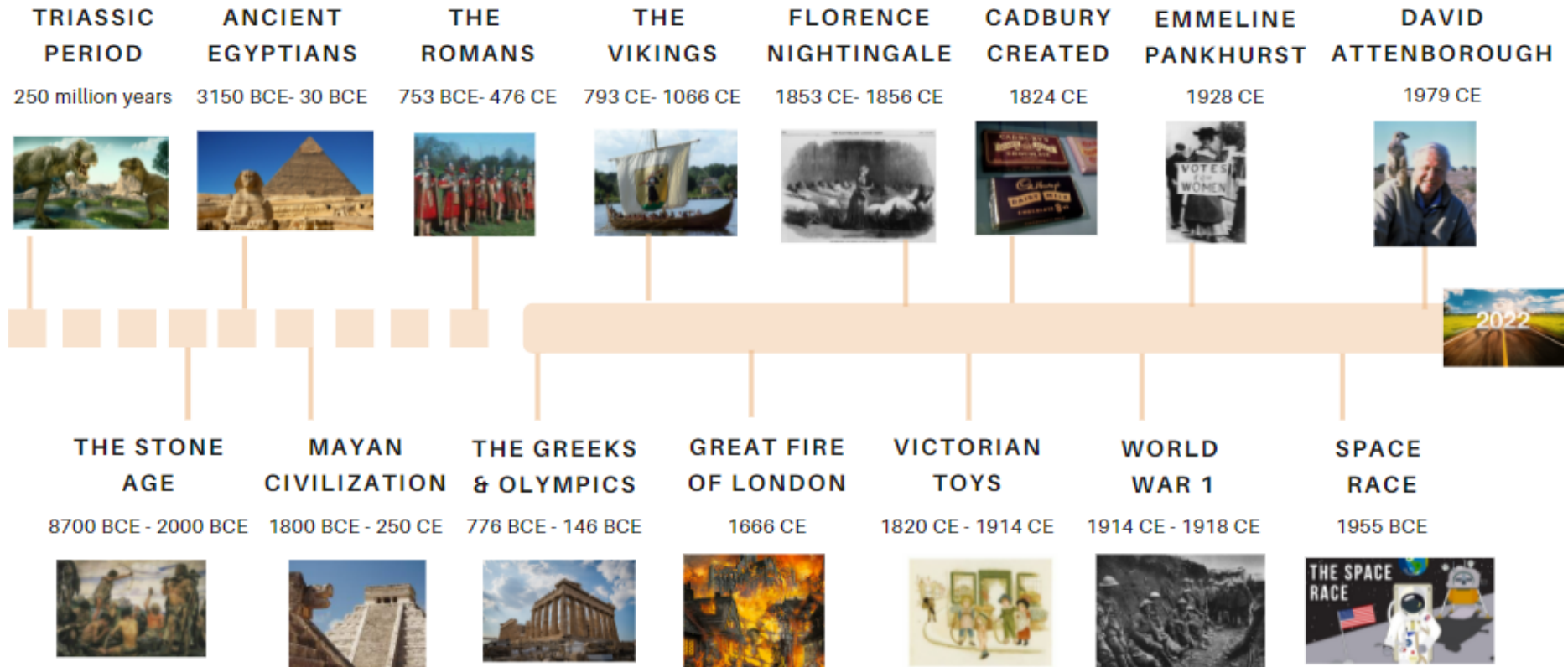
This document outlines:

- The vision and three 'I' statements
- Key vocabulary mapped across each year group
- Knowledge overview
- Progression of skills



WHERE DOES OUR LEARNING FIT?

A brief history of our curriculum





Vision

Our adventurous, rich curriculum will foster a passion and curiosity for learning knowing that there is always more to uncover and discover.

Intent	Implementation	Impact
<p>Our aim is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. It should inspire pupils' curiosity to know more about the past.</p>	<p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Teachers will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching and also to support home learning.</p>	<p>Our pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupils also demonstrate that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.</p>

National Curriculum requirements

<p>Pupils should be taught:</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 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 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] significant historical events, people and places in their own locality. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● Changes in Britain from the Stone Age to the Iron Age ● The Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● A local history study ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ● 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 ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● A non-European society that 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.
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Key Vocabulary

Whole school vocab

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| <ul style="list-style-type: none"> ● Artefact ● Primary and secondary sources ● Living memory ● Chronological order | <ul style="list-style-type: none"> ● Significant individuals ● Significant events ● Timeline ● Opinion | <ul style="list-style-type: none"> ● Historian ● Investigate ● Era ● Culture ● Empire | <ul style="list-style-type: none"> ● Impact ● Effects ● My conclusion ● Archeologist ● Civilisation | <ul style="list-style-type: none"> ● Evidence ● Continuity ● Primary evidence ● Secondary evidence | <ul style="list-style-type: none"> ● B.C.E (Before the Common Era) ● C.E (The Common Era) |
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Subject specific</p> <ul style="list-style-type: none"> ● Year ● Decade ● Century ● Modern ● Date order ● Similar ● Different ● Living memory ● Opinion ● Memories <p>Themed</p> <ul style="list-style-type: none"> ● Toys ● Materials ● Victorian ● The older generation ● The Great Fire of London ● Samuel Pepys ● Diary ● Explorers 	<p>Subject specific</p> <ul style="list-style-type: none"> ● Evidence ● Era/period ● Pioneer ● Research ● Investigate ● Exports <p>Themed</p> <ul style="list-style-type: none"> ● Athlete ● Olympics ● Mary Anning ● Paleontologist ● Fossils ● Jurassic ● Triassic ● Cretaceous ● Florence Nightingale ● Scutari ● Journey 	<p>Subject specific</p> <ul style="list-style-type: none"> ● Sources ● Legacy ● Impact ● Continuity <p>Themed</p> <ul style="list-style-type: none"> ● Stone Age ● Iron Age ● Neolithic ● Bronze Age ● Skara Brae ● Hunter-gatherer ● Nomad/nomadic ● Boudicca ● Romans ● Invasion ● Civilisation ● Emperor ● Caesar ● Republic ● Empire ● Resistance ● Conquest 	<p>Subject specific</p> <ul style="list-style-type: none"> ● Anachronism ● chronological order ● thousands of years <p>Themed</p> <ul style="list-style-type: none"> ● Ancient Greece ● The Saxons ● The Vikings ● The Dark Ages ● Empire ● Invasion ● civilisation ● settlers ● Migration ● Kingdoms ● Settlements ● reputation ● raids ● Danegeld ● Sparta ● Athens ● legacy ● Democracy ● Consequences ● myths and legends 	<p>Subject specific</p> <ul style="list-style-type: none"> ● Anachronism ● millenium <p>Themed</p> <ul style="list-style-type: none"> ● Ancient Egypt ● The Nile ● first civilisations ● North Africa ● Agriculture ● tomb ● Pharaoh ● pyramid ● Tutankhamun ● Cartouche ● Sarcophagus ● Hieroglyphics ● Apartheid ● Nelson Mandela ● Campaign ● Colonisation ● Cape malay ● Kaangs people ● Exploration 	<p>Subject specific</p> <ul style="list-style-type: none"> ● This source suggests that... ● Extent of continuity <p>Themed</p> <ul style="list-style-type: none"> ● diversity ● traditional view ● attitudes ● The Ancient Maya ● Central America ● Mexico ● city-state ● World War I ● World War II ● trench war ● recruit ● Alliance ● Blitz ● Home Front ● morale ● democracy ● Parliament ● vote ● suffrage ● Houses of Parliament ● represent



History Overview: Topic Questions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><u>Toys through the ages:</u></p> <p><i>How have toys changed over the years?</i></p>	<p><u>Olympics:</u></p> <p><i>How have the Olympics changed since they were created?</i></p>	<p><u>Stone Age:</u></p> <p><i>How did life change between the Stone Age and the Iron Age?</i></p>	<p><u>Groovy Greeks:</u></p> <p><i>What was life like in Ancient Greece?</i></p>	<p><u>Ancient Egyptians:</u></p> <p><i>What were the beliefs and traditions of the Ancient Egyptians?</i></p>	<p><u>Significant Women in History:</u></p> <p><i>How have civil rights changed in the past 100 years due to significant women?</i></p>
Spring	<p><u>The Victorians:</u></p> <p><i>What was life like during the Victorian times?</i></p>	<p><u>Land before time:</u></p> <p><i>How do we know about Dinosaurs?</i></p>	<p><u>Choccywoccydoodah:</u></p> <p><i>What has changed about how chocolate is used or/and made?</i></p>	<p><u>Raiders or Traders:</u></p> <p><i>What was life like in Great Britain for Vikings and Anglo Saxons?</i></p>	<p><u>Space:</u></p> <p><i>How have humans changed space exploration over the past 100 years?</i></p>	<p><u>World War 1:</u></p> <p><i>How did the nations change and adapt during WW1?</i></p>
Summer	<p><u>The Great Fire of London:</u></p> <p><i>Why did the Great Fire of London spread quickly?</i></p>	<p><u>Lady with a lamp:</u></p> <p><i>Why was Florence Nightingale so important for nursing?</i></p>	<p><u>Revolting Romans:</u></p> <p><i>What was life like as a Roman?</i></p>	<p><u>What a Wonderful World:</u></p> <p><i>How has the awareness of global warming changed over the past 50 years?</i></p>	<p><u>Africa:</u></p> <p><i>What era has made the most impact on South Africa?</i></p>	<p><u>Mayans</u></p> <p><i>Why did the Mayan empire rise and fall so quickly?</i></p>



Knowledge Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><u>Toys through the ages:</u> What will be assessed?</p> <ul style="list-style-type: none"> Place toys in chronological order. Changes in time Ask historical questions 	<p><u>Olympics:</u> What will be assessed?</p> <ul style="list-style-type: none"> When was the first Olympics First olympic events Timeline of changes in events 	<p><u>Stone Age:</u> What will be assessed?</p> <ul style="list-style-type: none"> Hunter gatherers and comparisons The mystery of Stonehenge Difference between the three eras (stone, bronze, iron) 	<p><u>Groovy Greeks:</u> What will be assessed?</p> <ul style="list-style-type: none"> Architecture Battle of Troy Olympics Alexander the Great Was Greece a civilisation? 	<p><u>Ancient Egyptians:</u> What will be assessed?</p> <ul style="list-style-type: none"> Egyptian Civilization Timeline Describe purpose of 3 Deities: Ra, Seth, Anubis Explain 4 stages of mummification Was Egypt an empire? 	<p><u>Significant Women in 21st Century:</u> What will be assessed?</p> <ul style="list-style-type: none"> Malala Yousafzai's Fund and journey Suffragettes and their impact Amelia Earhart's accomplishments Rosa Parks and what her actions sparked in the community
Spring	<p><u>The Victorians:</u> What will be assessed?</p> <ul style="list-style-type: none"> Queen Victoria Life in the Victorian era What is a nation? Empire? 	<p><u>Land before time:</u> What will be assessed?</p> <ul style="list-style-type: none"> Mary Anning How fossils are found and excavated Timeline different prehistoric eras 	<p><u>Choccywoccydoodah:</u> What will be assessed?</p> <ul style="list-style-type: none"> Origins of cocoa bean (Mayans and Aztecs) How it came to Europe History of Cadbury 	<p><u>Raiders or Traders:</u> What will be assessed?</p> <ul style="list-style-type: none"> Viking Timeline Rune Alphabet Wergild system Life of a Viking 	<p><u>Space:</u> What will be assessed?</p> <ul style="list-style-type: none"> How space exploration began Moon landing Space race between countries International Space Station How space exploration has changed over time 	<p><u>World War 1:</u> What will be assessed?</p> <ul style="list-style-type: none"> WW1 Propaganda Causes and effects of WW1 Trench warfare on the Western front Empires involved in WW1
Summer	<p><u>The Great Fire of London</u> What will be assessed?</p> <ul style="list-style-type: none"> Samuel Pepys How we know about the GFoL How it happened 	<p><u>Lady with a lamp:</u> What will be assessed?</p> <ul style="list-style-type: none"> Florence Nightingale Timeline of her life and events she was a part of Compare nursing now and then 	<p><u>Romans:</u> What will be assessed?</p> <ul style="list-style-type: none"> Rise and fall of the Roman Empire Julius Caesar Comparison between Roman life and current day 	<p><u>What a Wonderful World:</u> What will be assessed?</p> <ul style="list-style-type: none"> Timeline of recycling - how has it changed in the present day? Laws and organisations put in place for climate change Research life of David Attenborough/ Greta Thunberg 	<p><u>Africa</u> What will be assessed?</p> <ul style="list-style-type: none"> Investigate 3 main eras: each era had on life in South Africa Research life and impact of Nelson Mandela 	<p><u>Mayans</u> What will be assessed?</p> <ul style="list-style-type: none"> Mesoamerican civilization Logosyllabic script Mayan architecture (El Castillo) Compare their way of living to the 21st Century



Progression of Skills

KS1

	Chronological understanding	Historical enquiry	Knowledge and interpretation
Year 1	<ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) on a timeline. Label timelines with pictures, words or phrases. Tell others about changes that have happened in my own life since I was born. Talk about how things have changed since my parents or grandparents were children. 	<ul style="list-style-type: none"> Show some understanding of how people find out about the past. Show some understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> Recount some interesting facts from an historical event Talk about some important people from the past and how their actions changed the way we do things today. Carry out some research on them. Recognise that some forms of evidence are more reliable than others when finding out about the past Show an understanding of the word 'nation' and the concept of a nation's history. Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.
Year 2	<ul style="list-style-type: none"> Place events or artefacts in order on a timeline Label timelines with pictures, words or phrases and give reasons for their order. Make connections between long and short term time scales. Connect my new learning of historical people or events to others that I have learnt about before. 	<ul style="list-style-type: none"> Understand and talk about how people find out about the past. Show understanding of how evidence is collected and used to make historical facts. Answer questions by using a specific source, such as an information book. Research the life of someone who used to live in my area using the Internet and other sources to find out about them. Research the life of a famous Briton from the past using different resources to help me. 	<ul style="list-style-type: none"> Describe significant people from the past and talk about what they did. Explain what impact significant events from the past have had on the way we live today. Talk about similarities and differences between two different time periods. Explain how local people or events in history have changed things nationally or internationally Explain why Britain has a special history by naming some famous events and some famous people Talk about what type of evidence is reliable when finding out about the past Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events

LKS2

	Chronological understanding	Historical enquiry	Knowledge and interpretation
Year 3	<ul style="list-style-type: none"> Begin to use dates and historical terms to describe events Begin to use a timeline within a specific time in history to set out the order things may have happened Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. 	<ul style="list-style-type: none"> Begin to use different sources of evidence to ask questions and find answers to questions about the past. Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past. Begin to use research skills in finding out facts about the time period I am studying. Begin to research what it was like for specific people e.g. children, during the time period I am studying 	<ul style="list-style-type: none"> Begin to appreciate why Britain would have been an important country to have invaded and conquered. Give a broad overview of what life was like in Ancient Rome. Begin to describe the social or cultural diversity of past societies. Beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Talk about the causes and consequences of some of the main events and changes in history, and how they have changed our lives today.



Year 4	<ul style="list-style-type: none"> Use dates and historical terms to describe events. Use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. 	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiry and ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Recognise the part that archaeologists have had in helping us understand more about what happened in the past Research what it was like for men, women and children in a given period from the past and use different forms of evidence to present my findings. 	<ul style="list-style-type: none"> Begin to appreciate why Britain would have been an important country to have invaded and conquered. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past societies. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.
UKS2			
	Chronological understanding	Historical enquiry	Knowledge and interpretation
Year 5	<ul style="list-style-type: none"> Use dates and historical terms more accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework Create timelines with key events Describe the main changes in a period of history (using terms such as: social, religious and cultural). Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline. Begin to make connections and contrasts between different time periods studied and talk about trends over time. 	<ul style="list-style-type: none"> Devise historical questions about the period I am studying Seek out and analyse a range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use some different sources of evidence to deduce information about the past. Select suitable sources of evidence, sometimes giving reasons for choices. Give a reason to support an historical argument. 	<ul style="list-style-type: none"> Seek out and analyse a range of evidence in order to justify claims about the past Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use some different sources of evidence to deduce information about the past. Select suitable sources of evidence, sometimes giving reasons for choices. Give a reason to support an historical argument. Identify propaganda and begin to show my understanding of it.
Year 6	<ul style="list-style-type: none"> Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline. Make connections and contrasts between different time periods studied and talk about trends over time. 	<ul style="list-style-type: none"> Devise historical questions about change, cause, similarities and differences, and significance relating to the period they are studying. Seek out and analyse a wide range of evidence in order to justify claims about the past. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Select suitable sources of evidence, giving reasons for choices. Give more than one reason to support an historical argument. 	<ul style="list-style-type: none"> Answer historical questions, using information and evidence that they have carefully considered and selected, giving reasons for the choices they have made. Understand how our knowledge of the past is constructed from a range of sources. Describe in detail any historical events from the different period/ they are studying/have studied. Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shape the country we have today. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.