



History Curriculum

Curriculum Concepts:

1. **Leadership** (monarchy, kings, queens, emperors, power, laws and legislations, democracy, dictatorship)
2. **Society** (kingdom, empire, nation, civilisation, migration, settlement, culture and traditions, daily life)
3. **Economy** (rich, poor, peasantry, poverty, resources, trade)
4. **Conflict** (military, invasion, conquer, alliance)
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Intended Outcomes - by the end of key stage 2:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Historical Areas of Study	<p>How are my toys different to the toys my parents had when they were children?</p> <p>How have I changed since I was a baby?</p> <p>Historical opportunities through stories</p>	<p>Changes within living memory - <i>How has music, toys and food changed in the last 60+ years?</i></p> <p>↓</p> <p>Events beyond living memory that are significant nationally or globally - <i>What caused the Great Fire and how did it change London?</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements & significant people and events in our locality</p> <p><i>What do Great Explorers do? (Christopher Columbus, Neil Armstrong and Edward Wilson - local link)</i></p> <p>↓</p> <p>Significant historical place in our locality - application of historical skills - <i>What can castles tell us about the past? (Goodrich Castle link)</i></p>	<p>Achievements of Earliest Civilisations - <i>What would life be like if we travelled back to Ancient Egypt? (and overview of earliest civilisations)</i></p> <p>↓</p> <p>Changes in Britain from the Stone Age to the Iron Age - <i>Which would be your 'show stopper', the Stone Age, Bronze Age or Iron Age?</i></p>	<p>Ancient Greece <i>Can we thank the Ancient Greeks for anything in our lives today?</i></p> <p>↓</p> <p>The Roman Empire <i>How did the Roman invasion impact life in Britain? (including a local history study - Chedworth Villa) - What can Chedworth Villa tell us about life in Roman Britain?</i></p>	<p>Britain's settlement by Anglo-Saxons and Scots - <i>How was Anglo Saxon Britain ruled?</i></p> <p>↓</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward 1 <i>How did the Vikings gain their reputation?</i></p> <p>↓</p> <p>Application of historical skills unit - <i>Who really won the space race?</i></p>	<p>A depth study that extends knowledge beyond 1066 <i>How did British life change during WW2?</i></p> <p>↓</p> <p>Non-European Society - Mayan Civilisation AD - 900 - <i>Who were the Maya and why should we remember them?</i></p>
Historical Chronology	<p>Begin to put significant events in their lives in order</p> <p>Begin to understand what the past and present is</p> <p>Begin to look at artefacts from the present and past</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time within the unit taught</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in their life and others</p>	<p>Place the time studied on a time line</p> <p>Use dates from the period studied</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates, period labels and terms</p> <p>Sequence up to 10 events on a time line</p>

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Historical Concepts	Children talk about past and present events in their own lives and in the lives of family members.	Begin to recall simple facts Give one cause of an event	Discuss some of the people or events from the units taught Begin to identify similarities and differences between ways of life in different periods Give more than one cause of an event and give a reason why people in the past acted as they did	Begin to show knowledge and understanding of some of the main events, people and changes of a time studied Begin to give a few reasons for, and results of, the main events and changes	Give reasons for and the results of the main events, people and changes of a time studied. Begin to make connections and contrasts eg. change, cause, similarity, difference, and significance	Describe features of past societies and periods and begin to make links between them. Describe and make links between events and changes and give reasons for, and results of, these events and changes	Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. Discuss trends over time Discuss the relationship between different periods and the legacy or impacts for me and my identity.
Historical Interpretation	Begin to verbalise own opinions and ideas	Distinguish between fact and fiction through stories Use comparisons of adults talking about their past to consider how reliable their memories are Verbalise own ideas	Compare two different versions of past events, understanding that the past can be represented in different ways Compare pictures or photographs of people or events in the past Begin to discuss the reliability of photographs of people and events in the past Offer opinions and facts about why people in the past did things with some reasoning	Distinguish between fact and opinions and give supporting reasons Explore the idea that there are different accounts and sources of history and give reasons for why this could be the case	Understand the difference between primary and secondary sources Look at different versions of the same event in history, identify differences and give plausible reasons why there may be different accounts of history Begin to evaluate the usefulness of different sources	Use a variety of reliable sources to gain a deeper understanding of the period and determine what 'reliable' means Compare historical sources and suggest the validity of these Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history	Understand the methods of historical enquiry, including how it is used to make historical claims Consider ways of determining the accuracy of historical sources and be aware that different evidence will lead to different conclusions
Historical Vocabulary, Organisation and	Can tell something about the past in one way (e.g	Shows knowledge and understanding about the	Shows knowledge and understanding about the	Communicate ideas about the past using different	Present findings about the past using different	Presents structured and organised findings about	Presents information in an organised and clearly

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<p>Communication</p>	<p>verbally)</p> <p>Begin to understand the terms: past, present, ago</p>	<p>past in different ways (eg. role play, drawing, writing, telling stories). Understand and use the terms: past, present, older, newer, long ago, days, months, years, now, then</p>	<p>past in different ways (e.g. role-play, drawing labelled diagrams, simple stories, recounts, using ICT)</p> <p>Understand and use the terms: past, present, older, newer, long ago, days, months, years, decades, centuries</p>	<p>genres of writing, drawing, diagrams, data-handling, role-play, storytelling and using ICT</p> <p>Discusses different ways of presenting information for different purposes</p> <p>Understand and use the terms: past, present, older, newer, long ago, days, months, years, decades, centuries, era, time period, date</p>	<p>genres of writing, drawing, diagrams, data-handling, role-lay, storytelling and using ICT, Discusses most appropriate way to present information, realising that it is for an audience</p> <p>Understand and use the terms: past, present, older, newer, long ago, days, months, years, decades, centuries, era, time period, date, AD, BC</p>	<p>the past using a range of speaking, writing, maths, ICT, drama and drawing skills and activities Chooses most appropriate way to present information to an audience</p> <p>Plan and present a self-directed project about the studied period.</p> <p>Understand and use the terms: past, present, older, newer, long ago, days, months, years, decades, centuries, era, time period, date, AD, BC, chronology.</p>	<p>structured way.</p> <p>Makes use of different ways of presenting information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Understand and use the terms: past, present, older, newer, long ago, days, months, years, decades, centuries, millennia, era, time period, date, AD, BC, chronology .</p>
<p>Historical Enquiry</p>	<p>Begin to ask questions to find out more information about their past and their families.</p> <p>Begin to understand that things can change over time.</p>	<p>Ask questions about the past by using: 'Who?' 'What?' 'Where?' 'When?' 'Why?'</p> <p>Begin to try to answer simple historical questions using sources of information, including stories</p>	<p>Ask increasingly appropriate historical questions using: 'Who?' 'What?' 'Where?' 'When?' 'Why?'</p> <p>Use a range of sources of evidence to answer questions about the past on the basis of simple observations, understanding that there are different ways that we can find out about the</p>	<p>Ask questions about the past; begin to pose own questions to gain an understanding of the past</p> <p>Use a range of sources of evidence to find out and answer questions about a period, including beginning to use books and the library for study with increased independence</p>	<p>Ask and devise own historically purposeful questions</p> <p>Use a range of sources of evidence to build up a picture of and answer questions about a past event, including confidently using books and internet for research</p>	<p>Devise own historically valid questions and lines of enquiry about similarity, cause, difference and significance</p> <p>Use different sources to collect evidence and answer questions about the past, realising that there is often not a single answer to historical questions</p>	<p>Confidently devise own historically valid questions about change, cause, similarity and difference and significance</p> <p>Use different sources of evidence to collect evidence and answer questions about the past; suggesting omissions and the means of finding out</p>



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