



History curriculum

Our History curriculum includes termly topics for all children from Year 1 to Year 6. We aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

Scheme of learning

EYFS			
Subject	Knowledge	Key Skills	Vocabulary
	<p>Children show an understanding that events happen in a sequence (<i>e.g. We have breakfast, brush our teeth, get dressed and come to school. Next, we will be doing phonics</i>)</p> <p>Children show an understanding that events have happened in the past, are happening currently or will happen in the future. (<i>e.g. I used to go to Pre-school. Now I come to this school and when you are Year 7 you go to College</i>).</p> <p>Children know events in the past have an effect on current and future events within their own experiences (<i>e.g. We planted seeds last year. Now we have carrots growing and we will dig them up in the autumn.</i>)</p>	<ul style="list-style-type: none"> - Children can sequence events from a familiar story or routine - Children can talk about events that happened in the past, that are currently happening and will happen in the future - Children can link the cause and effect of events in the past to current and future events. - Children can link the cause and effect of current events to events in the future. - Children can talk about past, current and future events in their lives and lives of familiar adults/other children - Children can talk about changes in technology, style, transport, wildlife etc over time. - Children use accurate time conjunctions 	<p>First, next, then, after, later, last, finally, history, past, future, last, week, month, year, today, tomorrow, yesterday, morning, afternoon, evening, night, day, baby, child, teenager, adult, baby animal names, verb tenses</p>

	<p>Children know current events have an effect on future events within their own experiences. <i>(e.g. we are learning to read so I can be a vet when I am older)</i></p> <p>Children know about significant past, current and future events in their lives. <i>(e.g. We moved house when I was 3. It will be my 5th birthday in May)</i></p> <p>Children show an understanding that technology, style, transport, wildlife etc, have changed over time. <i>(e.g. They used to use horses to pull wagons, now we have tractors and trailers. Maybe they will have robots to do it in the future)</i></p> <p>Children know that humans and animals change over time within their own experiences <i>(e.g. Mummy used to be a baby, she came to this school. Next, she was a teenager and now she is grown up and she has job)</i></p>	<ul style="list-style-type: none"> - Children use accurate verb tenses when talking about past, current and future events 	
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Key Stage 1			
Subject	Knowledge	Skills	Vocabulary
<p>Changes within living memory (e.g. Transport)</p> <p>The lives of historical figures - comparison (e.g. Columbus and Armstrong)</p> <p>A local history study (e.g. Farming life)</p> <p>Events beyond living memory that are significant nationally or globally (e.g. The great fire of London, aeroplane flight)</p> <p>The lives of historical figures - comparison</p>	<p>Children understand changes happen over time outside of their own experiences (e.g. <i>There used to be no electricity</i>)</p> <p>Children sequence events beyond their own lives/routines (e.g. <i>First there were horses, then steam engines were invented. Now we have cars</i>)</p> <p>Children understand the effect of changes over time on our daily life outside of their own experiences (e.g. <i>when cars were invented, people could travel around much easier and quicker</i>)</p> <p>Children understand how we know about the past (e.g. <i>artefacts, storytelling, historical buildings, written evidence</i>)</p> <p>Children develop knowledge and facts about two individuals/periods that have been studied</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Match historical photos/artefacts to a period of study - Sequence 3 or 4 artefacts from distinctly different periods of time. - Sequence artefacts closer together in time – use resources to check sequencing - Sequence photographs as above - Describe memories of key events in their time. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Children can articulate what is the same, and different, about different historical periods - They know and recount episodes from stories about the past. - Be empathetic with historical figures - Identify differences between ways of life at a different time. - Speak confidently about a range of artefacts - identify the names of some historical periods. Start placing them in chronological order. <p>Interpretations of history</p>	<p>All at EYFS and: timeline, chronological, decade, century, lifetime, historical, nationally, globally, significant, evidence, artefacts, museum, fact, fiction, extinct, living memory, events Cause, effect, commemorations, sequence, historical period, versions</p>

<p><i>(e.g. Queen Elizabeth 1 and Queen Victoria)</i></p> <p>A local history study <i>(e.g. Local castles/stately homes)</i></p>	<p>Children develop knowledge and facts about an aspect of local history</p> <p>Children can articulate a chronological framework within the periods they have studied <i>(e.g. We are learning about Queen Victoria. She was before World War 1 and 2. Cars were invented when Victoria was alive.)</i></p> <p>Children link prior learning to the periods they are studying to build their chronological understanding <i>(e.g. we learnt about steam engines before – they were really important when Queen Victoria was alive.)</i></p> <p>Children develop knowledge and facts about two individuals/periods that have been studied</p> <p>Children understand the reasons behind historically significant individuals' choices.</p> <p>Children develop knowledge and facts about the area of study</p> <p>Children develop knowledge and facts about an aspect of local history</p> <p>Children develop knowledge about historically significant events in British history through commemorations</p>	<ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction - Use different recording methods for history - Compare two versions of a past event - Compare pictures of photographs of people or events in the past - Discuss reliability of photos / accounts / stories - Show an understanding of where information about the past comes from. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Children can ask appropriate questions about historical events - Children can use information they have learnt, such as stories, facts, to answer historical questions - Ask questions about the past informed by what they already know. Compare pictures of past with their lives now and support their thinking with reasons. <p>Communication</p> <ul style="list-style-type: none"> - Communicate their knowledge through: discussion, drawing, drama / role play, making models, writing using ICT. 	
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Lower Key Stage 2			
Subject	Knowledge	Skills	Vocabulary
<p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Ancient Greece</p> <p>Vikings</p> <p>Shang dynasty</p>	<ul style="list-style-type: none"> - Children can sequence a chronological framework within the periods they have studied - Children link prior learning to the periods they are studying to build their chronological understanding - Understand cause and consequence of key developments and discoveries (<i>tools, housing, farming, clothing, religion, weapons, technology</i>) - Understand how society was organised and the way of life for each group (i.e. Emperors, slaves, democracy etc.) - Children articulate dates of the periods they are studying - Place knowledge find places on maps of Britain, Europe and the World - Understand why developments were made and vital to survival - Understand that the developments made within these periods can still be seen in modern Britain - Understand how we know about periods of history 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Describe and compare artefacts. Make informed judgements on what we can learn from them. - Sequence the time studied on a time line - Understand more complex terms e.g. BC/AD - Sequence several events or artefacts - Compare life before and after Roman invasion of Britain. - Demonstrate an increased awareness of how historical periods influenced each other and trends over time. Ask questions to pursue these enquiries. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Explore life in the period and key achievements – make link to different periods - Compare with own lives and think about what it would be like to live in this society. - Develop historical vocabulary specific to the period studied - Reconstruct life in this period - Demonstrate an increased awareness of how historical periods influenced each other and trends over time. Ask questions to pursue these enquiries. - Offer explanations for events in history <p>Interpretations of history</p> <ul style="list-style-type: none"> - Look at different representations of the period 	<p>Empire, Romans, Roman Empire, civilization, demographic, population, Amphitheatre, aqueduct, barbarian, Basilica, cavalry, chariot, gladiator, Juno, Jupiter, sacred, sewage, slave, villa, chronological, technology, culture, invasion, travel, archaeologist, armies, legions, legionnaires.</p> <p>Norse Barbarian Enemy Europe Gods Medieval Myth Plunder</p>

	<ul style="list-style-type: none"> - Understand the challenges faced by the population within this time period. - Understand the demographic of the population at the time. - Understand the changes within a particular theme over a period of time 	<ul style="list-style-type: none"> - Discuss how valid information about the period is <p>Historical enquiry</p> <ul style="list-style-type: none"> - Ask questions about cause and consequence. - Use them to compare and contrast historical periods and their lives now - Use a range of resources to research a period in time - Observe small details on artefacts - Select and record information <p>Communication</p> <ul style="list-style-type: none"> - Record what they have learnt in a variety of ways including written, drawn, models, ICT. - Develop a historical study file. 	<p>Quest Saga Valhalla Scandinavia</p>
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History Progression

		Year 1/2	Year 3/4	Year 5/6
History	Chronology	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time- line</p> <p>Use correct terminology to describe events in the past</p>	<p>As Year 3/4, and</p> <p>Use greater depth and range of knowledge</p>
	Historical terms	<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my ... were younger, years, decades, centuries</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
	Historical enquiry	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is con- structed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>

History	Interpreting History	Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays	Be aware that different versions of the past may exist and begin to suggest reasons for this	Understand that the past is represented and interpreted in different ways and give reasons for this
	Continuity and change	Discuss change and continuity in an aspect of life, e.g. holidays	Describe and begin to make links between main events, situations and changes within and across different periods and societies	As Year 3/4, and Use a greater depth of historical knowledge
	Causes and consequence	Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes	Begin to offer explanations about why people in the past acted as they did
	Similarities and differences	Identify similarities and differences between ways of life in different periods, including their own lives	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
	Significance	Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	Identify and begin to describe historically significant people and events in situations	Give reasons why some events, people or developments are seen as more significant than others