**History Curriculum**

**Purpose of study**

A high-quality history education 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, as well as their own identity and the challenges of their time.

**Aims**

The national curriculum for history aims to ensure that all pupils:

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’

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Key stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

**Pupils should be taught about:**

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 (e.g. 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 (e.g. 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 Edith Cavell)

significant historical events, people and places in their own locality.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 1 HISTORY** | | | **Planned / Covered** | | |
| Pupils should be taught about:  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 (e.g. 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 (e.g. 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 Edith Cavell)  significant historical events, people and places in their own locality | | | | | |
| **Chronological Understanding** | | | **Au** | **Sp** | **Su** |
| **H1** | use words & phrases like: before I was born, when I was younger | |  |  |  |
| **H2** | use phrases & words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ & ‘now’; in their historical learning | |  |  |  |
| **H3** | use the words past & present correctly | |  |  |  |
| **H4** | use a range of appropriate words & phrases to describe the past | |  |  |  |
| **H5** | retell a familiar story set in the past | |  |  |  |
| **Knowledge and Interpretation** | | | | | |
| **H6** | | appreciate that some famous people have helped our lives be better today |  |  |  |
| **H7** | | recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago |  |  |  |
| **H8** | | understand that we have a queen who rules us & that Britain has had a king or queen for many years |  |  |  |
| **H9** | | begin to identify the main differences between old & new objects |  |  |  |
| **H10** | | identify objects from the past, such as vinyl records |  |  |  |
| **H11** | | explain how their local area was different in the past |  |  |  |
| **H12** | | explain what is meant by a parliament |  |  |  |
| **Historical Enquiry** | | | | | |
| **H13** | | ask & answer questions about old & new objects |  |  |  |
| **H14** | | spot old & new things in a picture |  |  |  |
| **H15** | | answer questions using a artefact/photograph provided |  |  |  |
| **H16** | | give a plausible explanation about what an object was used for in the past |  |  |  |
| **H17** | | find out something about the past by talking to an older person |  |  |  |
| **H18** | | research about a famous event that happened in Britain & why it has been happening for some time |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 2: HISTORY** | | **Planned / Covered** | | | |
| Pupils should be taught about:  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 (e.g. 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 (e.g. 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 Edith Cavell)  significant historical events, people and places in their own locality | | | | | |
| **Chronological Understanding** | | | **Au** | **Sp** | **Su** |
| **H1** | put up to three objects in chronological order (recent history)? | |  |  |  |
| **H2** | recognise that a story that is read to them may have happened a long time ago | |  |  |  |
| **H3** | know that some objects belonged to the past | |  |  |  |
| **H4** | sequence a set of events in chronological order & give reasons for their order | |  |  |  |
| **Knowledge and Interpretation** | | | | | |
| **H5** | recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier & what they did later | |  |  |  |
| **H6** | recount some interesting facts from an historical event, such as where the fire of London started | |  |  |  |
| **H7** | give examples of things that are different in their life from that of a past generation when they were young | |  |  |  |
| **H8** | explain why Britain has a special history by naming some famous events & some famous people | |  |  |  |
| **H9** | recognise that the lives of wealthy people were very different from those of poor people | |  |  |  |
| **Historical Enquiry** | | | | | |
| **H13** | answer questions by using a specific source, such as an information book | |  |  |  |
| **H14** | research the life of a famous Briton from the past using different resources to help them | |  |  |  |
| **H15** | research what it was like for a child in a given period from the past & use photographs& illustrations to present their findings | |  |  |  |

**History Curriculum**

**Purpose of study**

A high-quality history education 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, as well as their own identity and the challenges of their time.

**Aims**

The national curriculum for history aims to ensure that all pupils:

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’

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Lower Key stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 3: HISTORY** | | | **Planned / Covered** | | |
| * A local history study and a study of an aspect of British History that extends pupils knowledge beyond 1066. (History of Romans in our area) * The Roman empire and its impact on Britain * Changes in Britain from Stone Age to Iron Age | | | | | |
| **Chronological Understanding** | | | **Au** | **Sp** | **Su** |
| **H1** | describe events & periods using the words: BC, AD & decade | |  |  |  |
| **H2** | describe events from the past using dates when things happened | |  |  |  |
| **H3** | describe events & periods using the words: ancient & century | |  |  |  |
| **H4** | use a timeline within a specific time in history to set out the order things may have happened | |  |  |  |
| **H5** | use their mathematical knowledge to work out how long ago events would have happened | |  |  |  |
| **H6** | understand and use chronology in different eras of British history | |  |  |  |
| **H7** | understand an aspect of history in the wider world | |  |  |  |
| **H8** | understand and use historical vocabulary | |  |  |  |
| **Knowledge and Interpretation** | | | | | |
| **H9** | | explain how events from the past helped shape our lives |  |  |  |
| **H10** | | know that people who lived in the past cooked & travelled differently & used different weapons from ours |  |  |  |
| **H11** | | appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? |  |  |  |
| **H12** | | connect local, national and international history |  |  |  |
| **Historical Enquiry** | | | | | |
| **H13** | | recognise the part that archaeologists have had in helping us understand more about what happened in the past |  |  |  |
| **H14** | | use various sources of evidence to answer questions? |  |  |  |
| **H15** | | use various sources to piece together information about a period in history |  |  |  |
| **H16** | | research a specific event from the past |  |  |  |
| **H17** | | use their ‘information finding’ skills in writing to help them write about historical information |  |  |  |
| **H18** | | through research identify similarities & differences between given periods in history |  |  |  |
| **H19** | | ask historical questions based on their evidence |  |  |  |
| **H20** | | lead their own enquiry into an important historical event they are interested in and present their findings in a clear and succinct manner |  |  |  |
| **Other** | | | | | |
| **H21** | | Use historical sources to create written narratives, structured accounts and analysis |  |  |  |
| **H22** | | recount a significant event in history (giving interesting details) |  |  |  |
| **H23** | | draw labelled diagrams and write about them to tell others about people, objects or events from the past. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 4: HISTORY** | | **Planned / Covered** | | |
| * A local history study and a study of an aspect of British history that extends pupils chronological knowledge beyond 1066 (Viking history in our area.) * 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 non-European society that provides contrasts with British history. (Mayan Civilization AD900) | | | | |
| **Chronological Understanding** | | **Au** | **Sp** | **Su** |
| **H1** | plot recent history on a timeline using centuries |  |  |  |
| **H2** | place periods of history on a timeline showing periods of time |  |  |  |
| **H3** | use their mathematical skill to round up time differences into centuries & decades |  |  |  |
| **H4** | understand and use chronology in different eras of British history |  |  |  |
| **H5** | understand an aspect of history in the wider world |  |  |  |
| **H6** | understand and use historical vocabulary |  |  |  |
| **Knowledge and Interpretation** | | | | |
| **H7** | appreciate that the early Brits would not have communicated as we do or have eaten as we do |  |  |  |
| **H8** | begin to picture what life would have been like for the early settlers |  |  |  |
| **H9** | recognise that Britain has been invaded by several different groups over time |  |  |  |
| **H10** | realise that invaders in the past would have fought fiercely, using hand to hand combat |  |  |  |
| **H11** | suggest why certain events happened as they did in history |  |  |  |
| **H12** | suggest why certain people acted as they did in history |  |  |  |
| **H13** | understand and can they explain how other civilizations would have lived very differently |  |  |  |
| **H14** | use evidence to describe any of the following (houses and settlements, culture and leisure, way of life, buildings and their uses, how rich and poor were different, how that place changed during that historical time). |  |  |  |
| **H15** | describe how some things from the past have affected our lives today |  |  |  |
| **Historical Enquiry** | | | | |
| **H16** | research two versions of an event & say how they differ |  |  |  |
| **H14** | communicate knowledge & understanding orally & in writing & offer points of view based upon what they have found out |  |  |  |
| **H17** | use historical sources to understand bias / contrasting arguments |  |  |  |
| **H18** | develop an awareness of world history and how important events came about |  |  |  |
| **H19** | develop and understanding of the key aspects of Mayan life |  |  |  |
| **H20** | use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and interpret that information to give them an idea of what life was like back then |  |  |  |
| **H21** | Can they lead their own enquiry into an important historical person they are interested in and present their findings in a clear and succinct manner |  |  |  |
| **Other** | | | | |
| **H22** | Use historical sources to create written narratives, structured accounts and analysis |  |  |  |
| **H23** | recount a significant event in history (giving interesting details) |  |  |  |
| **H24** | draw labelled diagrams and write about them to tell others about people, objects or events from the past. |  |  |  |
| **H25** | present their findings about the past using their speaking, writing, maths, ICT, drama and drawing skills. |  |  |  |

**History Curriculum**

**Purpose of study**

A high-quality history education 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, as well as their own identity and the challenges of their time.

**Aims**

The national curriculum for history aims to ensure that all pupils:

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’

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Upper Key stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 5: HISTORY** | | | **Planned / Covered** | | |
| * A local history study and a study of an aspect of British history that extends pupils chronological knowledge beyond 1066 (Tudors/Victorians) * The achievements of the earliest civilizations – an overview of where and when they first appeared and a depth study of the Egyptians. * History they are interested in finding out about. | | | | | |
| **Chronological Understanding** | | | **Au** | **Sp** | **Su** |
| **H1** | | use dates & historical language in their work |  |  |  |
| **H2** | | draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. |  |  |  |
| **H3** | | use their mathematical skills to work exact time scales & differences as need be |  |  |  |
| **H4** | | name the date of any significant event from the past that they have previously studied and place it on a British timeline |  |  |  |
| **H5** | | use words and phrases such as century, before Christ, after, before, during to describe the passing of time in history |  |  |  |
| **H6** | | use their chronological skills to show when and where places were built/ Important events took place |  |  |  |
| **Knowledge and Interpretation** | | | | | |
| **H7** | | describe historical events from the different period/s they are studying/have studied |  |  |  |
| **H8** | | make comparisons between historical periods; explaining things that have changed & things which have stayed the same? And why this may have happened |  |  |  |
| **H9** | | make comparisons between different versions of events in history and identify the differences between them |  |  |  |
| **H10** | | understand why people both now and in the past represent ideas in a way that persuades others |  |  |  |
| **H11** | | know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history |  |  |  |
| **H12** | | explain with clear reasons why there may be different accounts of history |  |  |  |
| **H13** | | choose reliable sources of factual evidence to show how life was very different in different eras? (For example: - (houses and settlements, culture and leisure, way of life, buildings and their uses, how rich and poor were different, how that place changed during that historical time) |  |  |  |
| **Historical Enquiry** | | | | | |
| **H14** | | appreciate how historical artefacts have helped us understand more about British lives in the present & past |  |  |  |
| **H15** | | know what an archaeologist is and how they work |  |  |  |
| **H16** | | choose reliable sources of evidence and understand what a reliable and an unreliable source can be? (Realising there is often not a single answer to questions) |  |  |  |
| **H17** | | understand the terms primary evidence and secondary evidence |  |  |  |
| **H18** | | lead their own enquiry into an aspect of British history they are interested in and present their findings in a clear and succinct manner |  |  |  |
| **Other** | | | | | |
| **H19** | Use historical sources to create written narratives, structured accounts and analysis | |  |  |  |
| **H20** | recount a significant event in history (giving interesting details) | |  |  |  |
| **H21** | draw labelled diagrams and write about them to tell others about people, objects or events from the past | |  |  |  |
| **H22** | present their findings about the past using their speaking, writing, maths, ICT, drama and drawing skills | |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 6: HISTORY** | | | **Planned / Covered** | | |
| * A local history study and a study of an aspect of British history that extends pupils chronological knowledge beyond 1066 (WW2) * Ancient Greece – a study of Greek life and achievements and their influence on the western world. | | | | | |
| **Chronological Understanding** | | | **Au** | **Sp** | **Su** |
| **H1** | use a time line to demonstrate changes and developments in culture, technology, religion and society. | |  |  |  |
| **H2** | use a time line that uses the following key periods as reference points for their description of the past: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939…) | |  |  |  |
| **H3** | name the date of any significant event from the past that I have studied and place it in the right place on a time line. | |  |  |  |
| **H4** | use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, and during to describe the passing of time. | |  |  |  |
| **Knowledge and Interpretation** | | | | | |
| **H5** | appreciate that significant events in history have helped shape the country we have today | |  |  |  |
| **H6** | summarise the main events from a specific period in history, explaining the order in which key events happened | |  |  |  |
| **H7** | summarise how Britain has had a major influence on world history | |  |  |  |
| **H8** | summarise what Britain may have learnt from other countries & civilizations through time gone by & more recently | |  |  |  |
| **H9** | describe features of historical events & people from past societies & periods they have studied | |  |  |  |
| **H10** | recognise & describe differences & similarities / changes & continuity between different periods of history | |  |  |  |
| **H11** | evaluate evidence to help them choose them to choose the most reliable forms | |  |  |  |
| **H12** | understand that people (themselves included) have a point of view and this can affect their interpretation of the past | |  |  |  |
| **H13** | give clear reasons why there may be different accounts of history, linking this to factual understanding of the past | |  |  |  |
| **H14** | demonstrate their understanding of the influence of Ancient Greece on our world today | |  |  |  |
| **Historical Enquiry** | | | | | |
| **H15** | give more than one reason to support an historical argument |  | |  |  |
| **H16** | look at two different versions & say how the author may be attempting to persuade or give a specific viewpoint |  | |  |  |
| **H17** | identify & explain their understanding of propaganda |  | |  |  |
| **H18** | describe a key event from Britain’s past using a range of evidence from different sources |  | |  |  |
| **H19** | use artefacts from ancient civilization and say how they may have been used |  | |  |  |
| **H20** | lead their own enquiry into an aspect of world history they are interested in and present their findings in a clear and succinct manner |  | |  |  |
| **Other** | | | | | |
| **H21** | Use historical sources to create written narratives, structured accounts and analysis |  | |  |  |
| **H22** | recount a significant event in history (giving interesting details) |  | |  |  |
| **H23** | draw labelled diagrams and write about them to tell others about people, objects or events from the past. |  | |  |  |
| **H24** | present their findings about the past using their speaking, writing, maths, ICT, drama and drawing skills |  | |  |  |