

# History Curriculum

## **KS1 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 [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.

## **KS2 pupils should be taught:**

- 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 provides 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

Essential Learning Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To investigate and interpret the past	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago? Why it happened?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented and understand</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand different accounts of a historical event and begin to explain some of the reasons why the</li> </ul>	<ul style="list-style-type: none"> <li>• Find and use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest and select suitable sources of evidence for historical enquiries.</li> <li>• Independently select and use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce and infer information about the past.</li> <li>• Select and organize suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> </ul>

		<p>different points of view.</p>	<p>accounts may differ.</p> <ul style="list-style-type: none"> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes and consequences of some of the main events and changes in history</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<p>Identifying connections, contrasts and trends.</p> <ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied and relate to modern life.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past. Understand how some evidence can be</li> </ul>
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<p>To build an overview of world history</p>	<ul style="list-style-type: none"> <li>• Retell historical events.</li> <li>• Talk about significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a overview of life in Britain from ancient until medieval times.</li> <li>• Whilst studying these historic events make connections with other events of significance which were happening around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain changes that have happened in the locality of the school throughout history.</li> <li>• Give a description of life in Britain from ancient until medieval times.</li> <li>• Compare some of these times studied with those of other areas of interest around the world.</li> <li>• Understand the reasons for social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give an overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Whilst studying these historic events make connections with other events of significance which were happening around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain continuity and change in the history of the locality of the school.</li> <li>• Give a description of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>

			<p>characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<ul style="list-style-type: none"> <li>• Understand the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the social, ethnic, cultural or religious diversity of past society.</li> <li>• Explain the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and compare to the modern times the social, ethnic, cultural or religious diversity of past society.</li> <li>• Explain how and why the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children have changed.</li> </ul>
<p>To understand chronology</p>	<ul style="list-style-type: none"> <li>• begin to place events and artefacts in order on a time line.</li> <li>• begin to label time lines with words or phrases such</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present,</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• begin to understand the concept of change over time, representing</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates or phrases.</li> <li>• Understand the concept of change over</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technolog</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain the main changes in a period of history (using terms such as: social, religious, political, technol</li> </ul>

	<p>as: past, present, older and newer.</p> <ul style="list-style-type: none"> <li>• Recount verbally changes that have occurred in their own lives.</li> </ul>	<p>older and newer.</p> <ul style="list-style-type: none"> <li>• be able to Recount orally or written changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<p>this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> <li>• begin to use dates and terms to describe events.</li> </ul>	<p>time, representing this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> </ul>	<p>ical and cultural).</p> <ul style="list-style-type: none"> <li>• Begin to identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Begin to understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	<p>ogical and cultural).</p> <ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events and periods of time.</li> </ul>
To communicate historically	• Begin to use words and phrases such as:	• Confidently use words and phrases	• Use appropriate historical vocabulary	• Use accurate historical vocabulary	• Use appropriate historical	• Use accurate historical

	<p>a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> <li>• Begin to show an understanding of the concept of nation and a nation's history.</li> <li>• Begin to show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>• Use literacy, numeracy and computing skills well in order to communicate information about the past.</p>	<p>to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>• Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past.</p> <p>• Use original ways to present information and ideas.</p>	<p>vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>• Use original ways to present information and ideas.</p>
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