

KNOWLEDGE



EYFS: understand who I am in the world

Year 1/2: The Great Fire of London, Aztecs, Our village in the past, Changes within our lives & Significant individuals

Year 3/4: Anglo Saxons, Romans, Baghdad, Greeks, Stone Age to Iron Age & Egyptians

Year 5/6: Crime and punishment, Saxons and Vikings, Shang Dynasty, World War 2 & Mayans.

HISTORY CURRICULUM INTENT



SKILLS



Identify, analyse & evaluate historical causes & effects

Analyse and interpret historical sources and evidence

Make connections between historical events

Contextualise historical events and decisions

Create or support a historical argument

Recall & remember historical facts and events

CULTURAL CAPITAL



Studying history allows us to **understand our past**, which in turn allows us to **understand our present**. If we want to know **how and why our world is** the way it is today, we have to look to **history for answers**.

If we study the successes and failures of the past, we may be able to **learn from our mistakes** and avoid repeating them in the future.

History can provide us with **insight into our cultures and societies** of origin as well as cultures with which we might be less familiar, thereby **increasing cross-cultural awareness** and understanding.

EXPERIENCES



Global & Historical Events:

Black History Month, Human Rights Day, Holocaust Memorial Day, Slavery Day, Refugee Week, International Woman's Day, Anti-Bullying week, Remembrance Day

50 Things to Do:

Time Capsule, Kings & Queens

Trips:

Danebury Hill Fort, Andover Museum, Houses of Parliament

CHARACTER



Roots that Strengthen: Acquiring knowledge of historical facts and events, having an understanding of chronology and events place in history

Branches that Reach: Making connections and comparisons and developing an understanding of context to historical events

Fruit that Flourishes: Engaging in analysing, evaluating, and giving opinions based in evidence to the causes and effects to historical events

IMPACT



We measure the impact by:

*Planning & Book Monitoring
Developmental Drop In's
Summative & Formative Assessments
Pupil Voice & Parental Feedback
Staff Reflective Practice*

We record this impact through:

*Target Tracker
Subject Leader Monitoring*

Cycle A

| RECEPTION | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|---------------------------|--|-------------------------|------------------------------|-------------------|
| Class Topic | Houses and Homes | Fabulous Festivals | Dinosaurs | Once upon a time | Marvellous Minibeasts | Think Big! |
| EYFS Development Matters Statements | <p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> | | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> | | | |
| <p>Progression of skills:</p> <p><i>Chronology (C)</i></p> <p><i>Historical knowledge (HK)</i></p> <p><i>Interpretations (I)</i></p> <p><i>Organisation and communication (OC)</i></p> | <p>Sequence pictures of themselves and family members. Describe memories linked to the pictures. (C)</p> <p>Compare pictures and describe similarities and differences. (HK)</p> <p>Expressing own thoughts and feelings on pictures, artefacts and other resources linking to their own experiences, likes and dislikes. (I)</p> <p>Drawing of own house and verbally explaining the important rooms/areas/people. (OC)</p> | | <p>Gaining an understanding of the past . (C)</p> <p>Compare pictures and describe similarities and differences of when dinosaurs were around to now. (HK)</p> | | | |
| The Early Learning Goals. | <p>At the end of Reception, children with the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | | | | | |

| RECEPTION | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|--|----------------------------|--------------------------|-------------|
| Class Topic | SUPERHEROES/SUPER ME | TIME FOR TOYS | TRANSPORT AND TRAVEL | HOW DOES YOUR GARDEN GROW? | 5, 4, 3, 2, 1 BLAST OFF! | ON THE FARM |
| EYFS Development Matters Statements | <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> | | | |
| <p>Progression of skills:</p> <p><i>Chronology (C)</i></p> <p><i>Historical knowledge (HK)</i></p> <p><i>Interpretations (I)</i></p> <p><i>Organisation and communication (OC)</i></p> | <p>Sequence pictures of themselves and family members. Describe memories linked to the pictures. (C)</p> <p>Compare pictures and describe similarities and differences. (HK)</p> <p>Expressing own thoughts and feelings on pictures, artefacts and other resources linking to their own experiences, likes and dislikes. (I)</p> <p>Drawings of themselves and family members (OC)</p> | <p>Sequence pictures of toys. Describe memories linked to favourite toys. Discussions with parents and family members about their favourite toys. (C)</p> <p>Compare pictures and describe similarities and differences. (HK)</p> <p>Expressing own thoughts and feelings on pictures, artefacts and other resources linking to their own experiences, likes and dislikes. (I)</p> <p>Role play with different toys from different eras. (OC)</p> | <p>Sequence pictures of different modes of transport. (C)</p> <p>Compare pictures and describe similarities and differences. (HK)</p> <p>Expressing own thoughts and feelings on pictures, artefacts and other resources linking to their own experiences, likes and dislikes. (I)</p> <p>Role play using a variety of transport and how it has changed (adult modelled vocabulary) (OC)</p> | | | |
| The Early Learning Goals. | <p>At the end of Reception, children with the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | | | | | |

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--|--|-------------------|-------------------------|---|----------------------|
| Class Topic | Paddington | Scientists and Inventors | Tin Forest | Grow, Grow, Grow | Through the Window | Under the Sea |
| National Curriculum objectives | | Lives of significant individuals in the past who have contributed to national and international achievements including comparing aspects of life between different periods (eg contrasting two inventors such as William Caxton and Tim Berners-Lee or scientists) | | - | Significant historical events, people and places in their own locality. Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life. | |
| Progression of skills: <i>Chronology (C)</i> <i>Historical knowledge (HK)</i> <i>Interpretations (I)</i> <i>Organisation and communication (OC)</i> | | Sequence events or objects in chronological order (C) Find out about people and events in other times. (HK) Drama – why people did things in the past (HK) Compare pictures or photographs of people or events in the past (I) | | - | Sequence photos etc from different periods of their life. (c) Describe memories of key events in lives. (C) Begin to describe similarities and differences in artefacts (HK) Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (I) Timelines (3D with objects/ sequential pictures) drawing (OC) | |
| Ongoing Historical Enquiry | Sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) Use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of timelines discuss the effectiveness of sources | | | | | |

Cycle B

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--|---|---|----------------------------|---|-------------------------------------|
| Class Topic | When I grow up | Explorers | Great Fire of London | The Little Gardener | Chocolate (Aztecs) | Wild and wonderful creatures |
| National Curriculum objectives | Changes within living memory. | Lives of significant individuals in the past who have contributed to national and international achievements including comparing aspects of life between different periods (e.g., contrasting two explorers such as Christopher Columbus and Neil Armstrong) | Events beyond living memory that are significant nationally or globally. | | Events beyond living memory that are significant nationally or globally. Changes within living memory. | |
| Progression of skills: <i>Chronology</i> (C) <i>Historical knowledge</i> (HK) <i>Interpretations</i> (I) <i>Organisation and communication</i> (OC) | Sequence photos etc from different periods of their life. Describe memories of key events in lives. (C) Sequence 3 or 4 artefacts from distinctively different periods of time (C) Match objects to people of different ages (C) Begin to describe similarities and differences in artefacts. (HK) Recognise the difference between past and present in own lives and other lives. (HK) Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (I) Timelines (3D with objects/ sequential pictures) drawing (OC) | Sequence events (C) Begin to describe similarities and differences in artefacts. (HK) Recognise why people did things, why events happened and what happened as a result (HK) Drama – why people did things in the past. (HK) Compare pictures or photographs of people or events in the past (I) Drama/role play (OC) | Sequence events or objects in chronological order (C) Sequence artefacts closer together in time – check with reference book Find out about people and events in other times. (HK) Identify differences between ways of life at different times (HK) Drama – why people did things in the past (HK) Compare pictures or photographs of people or events in the past (I) Compare 2 versions of past events (I) Drama/role play. (OC) Writing (reports, labelling, simple recount) (OC) | | Sequence events (C) Use a range of sources to find out characteristic features of the past (HK) Compare pictures or photographs of people or events in the past (I) Discuss reliability of photos/ accounts/ stories (i) Class display/ museum annotated photographs (OC) | |
| Ongoing Historical Enquiry | Sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) Use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of timelines discuss the effectiveness of sources | | | | | |

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|------------------------|----------------------|---|---|---|
| Class Topic | Groovy Greeks | The Fiery Earth | Frozen Planet | Anglo-Saxons | Egyptians | Local Area Study |
| National Curriculum objectives | Ancient Greece – a study of Greek life and achievements and their influence on the western world | | | Britain’s settlement by Anglo-Saxons and Scots | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study | A local history study |
| Progression of skills <i>Chronology (C)</i> <i>Historical knowledge (HK)</i> <i>Interpretations (I)</i> <i>Organisation and communication (OC)</i> | Use terms related to the period and begin to date events (C) Study change through the lives of significant individuals (HK) Look for links and effects in time studied (HK) Use of textbooks and historical knowledge (I) Communicate knowledge and understanding in a variety of ways (OC) | | | Place the time studied on a timeline (C) Find out about everyday lives of people in time studied and compare with lives today(HK) Use evidence to reconstruct life in time studied (HK) Look at representations of the period – museum, cartoons etc. (I) Communicate knowledge and understanding in a variety of ways (OC) | Use dates related to the passing of time (C) Identify reasons for and results of people’s actions (HK) Look for links and effects of time studies (HK) Distinguish between different sources and evaluate their usefulness (I) Select data and organise it into a data file to answer historical questions (OC) | Offer a reasonable explanation for some events (HK) |
| Ongoing Historical Enquiry | Observe small details – artefacts, pictures Select and record information relevant to the study Ask and answer questions Use evidence and a range of sources to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Use the library, e-learning for research | | | | | |

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|---|---|---|---------------|---|--------------------|
| Class Topic | Planet Earth | Flintstones | Romans | Europe | Baghdad | Rainforests |
| National Curriculum objectives | | Changes in Britain from the Stone Age to the Iron Age | The Roman Empire and its impact on Britain | | 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;. | |
| Progression of skills: <i>Chronology (C)</i> <i>Historical knowledge (HK)</i> <i>Interpretations (I)</i> <i>Organisation and communication (OC)</i> | | Sequence events or artefacts (C) Compare with our life today (HK) Identify reasons for and results of peoples actions (HK) Look at the evidence available (I) Communicate knowledge and understanding in a variety of ways (OC) | Place events from period studied on a timeline (c) Identify key features and events (HK) Understand why people may have had to do something (HK) Begin to evaluate the usefulness of different sources (I) Identify and give reasons for different ways in which the past is represented. (I) Select data and organise it into a data file to answer historical questions (OC) | | Understand more complex terms e.g., BCE/AD (C) Develop a broad understanding of ancient civilisations (HK) Identify and give reasons for different ways in which the past is represented (I) Communicate knowledge and understanding in a variety of ways (OC) | |
| Ongoing Historical Enquiry | Observe small details – artefacts, pictures Select and record information relevant to the study Ask and answer questions Use evidence and a range of sources to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Use the library, e-learning for research | | | | | |

| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|--|-----------------------------------|
| Class Topic | Crime and Punishment | World War II | Is Britain Still Great? | River Low, Mountain High | Amazing Mayans | Lands End to John O'Groats |
| National Curriculum objectives | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | A non-European society that provides contrasts with British history. Mayan civilization c. AD 900 | |
| Progression of skills <i>Chronology (C)</i> <i>Historical knowledge (HK)</i> <i>Interpretations (I)</i> <i>Organisation and communication (OC)</i> | <p>Know and sequence key events of time studies (C)</p> <p>Make comparisons between different times in history (C)</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings (HK)</p> <p>Be aware that different evidence will lead to different conclusions (I)</p> <p>Use appropriate terms, matching dates to people and events (OC)</p> | <p>Use relevant dates and terms (C)</p> <p>Sequence up to 10 events on a timeline (C)</p> <p>Study different aspects of life of different people – differences between men and women (HK)</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. (HK).</p> <p>Examine causes and results of great events and the impact on people (HK)</p> <p>Compare accounts of events from different sources. Fact or fiction (I)</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing (OC)</p> | <p>Use relevant dates and terms (C)</p> <p>Compare life in early and late times studied (HK)</p> <p>Offer some reasons for different versions of events (I)</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing (OC)</p> | | <p>Place current study on a timeline in relation to other studies (C)</p> <p>Study and ancient civilisation (HK)</p> <p>Link sources and work out how conclusions were arrived at (I)</p> <p>Fit events into a display sorted by theme time (OC)</p> | |
| Ongoing Historical Enquiry | <p>Y5</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of library, e-learning, research</p> | | | <p>Y6</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of times past. Suggest omissions and the means of finding out</p> <p>Bring knowledge gathering from several sources together in a fluent account</p> | | |

| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|------------------------------|--|--|--------------------------|---------------------------------|
| Class Topic | Adventures in Space | Blood, Bones and Body | Saxons and Vikings | Shang Dynasty | Natural Resources | Think Global. Act Local. |
| National Curriculum objectives | | | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one. | | |
| Progression of skills <i>Chronology (C)</i> <i>Historical knowledge (HK)</i> <i>Interpretations (I)</i> <i>Organisation and communication (OC)</i> | Use relevant terms and periods labels (C) Know key dates, characters and events of time studied (HK) Confident use of library etc for research (I) Plan and carry out individual investigations (OC) | | Place current study on a timeline in relation to other studies (C) Know and sequence key events of time studies (C) Relate current studies to previous studies (C) Write an explanation of a past events in terms of cause and effects using evidence to support and illustrate their explanation (HK) Offer some reasons for different versions of events (I) Record and communicate knowledge in different forms – work independently and in groups showing initiative (OC) | Place current study on a timeline in relation to other studies (C) Compare and contrast ancient civilisations (HK) Compare and aspect of life with the same aspect in another period (HK) Consider ways of checking the accuracy of interpretation – fact or fiction and opinion (I) Select aspect of study to make a display (OC) | | |
| Ongoing Historical Enquiry | Y5 Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of library, e-learning, research | | | Y6 Recognise primary and secondary sources Use a range of sources to find out about an aspect of times past. Suggest omissions and the means of finding out Bring knowledge gathering from several sources together in a fluent account | | |