

What are the aims of our curriculum?

Our aim is to inspire pupils' curiosity to know more about the past, developing a knowledge and understanding of Britain's past and that of the wider world. Pupils should develop key skills including asking perceptive questions, thinking critically, weighting up evidence, sifting arguments and developing perspective and judgement.'

National Curriculum 2014 Aims:

To ensure that all pupils:

- *Know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have changed the nation and how Britain has influenced and been influenced by the wider world.*
- *Know and understand significant aspect of 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 and difference and use them to make connections, draw contrasts, analyse trends, pose historically-valid questions and create their own structured accounts, including written accounts 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-term and long-term timescales.*

How will teachers deliver the curriculum?

History is taught in Topic Themes throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block ensure progression by the end of each Key Stage. At the beginning of each new history topic, teachers refer to timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). What I Know, What I would like to know and what I have learnt is used to check existing knowledge at the beginning of each history topic. Key knowledge is reviewed checked and consolidated. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Romans. Cross-curricular outcomes in history are specifically planned for and these are indicated on the school's long term planning and is informed by and aligned with the National Curriculum.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, by the end of the academic year.

What are the intended outcomes for pupils?

Outcomes in topic and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. By the end of each Key Stage Children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past.

Reception: Understanding The World

Children in reception will begin to use their skills of enquiry through developing curiosity and fascination about the world, and the people, and objects that we find within it. They will particularly begin to understand sequence and change and to look at objects and describe what they see and ask questions. They will explore themselves and their families, the cycle of the year and seasons.

30-50: Developing an understanding of growth, decay and changes over time

30-50: Recognise and describe special times or events in their own experience

Know some of the things that make them unique

Explore similarities and differences between themselves and others, and among families, communities and traditions

ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Year 1 /2

Over the course of the two year curriculum cycle children in Year 1 and 2 will develop the following knowledge and skills:

Chronology

- Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time e.g. A long time ago, recently, when my..... were younger, years
- Begin to show where people and events fit into a broad chronological framework.

Historical Enquiry

- Understand some ways we find out about the past e.g. pictures, stories, websites.
- Choose and use parts of stories and other sources to show understanding of events.
- Communicate understanding of the past in a variety of ways e.g. captions, drawings/ artwork, written work, drama etc.

Develop a bank of historical terms and topic specific vocabulary, which they should be able to demonstrate an understanding of and use in context.

Events beyond living memory Magnificent Monarchs Year B	Changes within living memory School Days Year B Childhood Year A	Significant historical events Bright Lights Big City Year A Great Fire Of London	Significant individuals Captain Cook Grace Darling Year B Movers and Shakers Astronauts Year A
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Historical Enquiry

- Ask and begin to answer questions When? What? Why? Who? Where?

Interpreting History

- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, songs, museum displays

Causes and Consequences

- Recognise why people did things
- Recognise why some events happened
- Recognise what happened because of people's actions and events.
- Discuss change and continuity in an aspect of life

Continuity and Change

- Discuss change and continuity in an aspect of life for example, how has something changed? Are there any traditions from the past, which we still have today?

Similarities and Differences

- Identify similarities and differences between ways of life in different periods, including in their own lives

Significance

- Recognise and make simple observations about who was important in an historical event and why.

National Curriculum coverage:

Year 1 Pupils should develop an awareness of the past.

They should use common words and phrases relating to the passing of time.

They should ask and answer questions, 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.

Pupils should be taught about:

Events beyond living memory that are significant nationally or globally.

Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.

They should identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

Significant historical events, people and places in their own locality.

National Curriculum Coverage:

Year 2 Pupils should develop an awareness of the past.

They should use 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, 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.

Pupils should be taught about:

Events beyond living memory that are significant nationally or globally.

Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.

Pupils should be taught about:

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

**Year A
Childhood**

This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.

Movers and Shakers

This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.

**Year B
School Days**

This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.

Magnificent Monarchs

This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns. Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models

Year 3/ 4 Lower KS2

Over the course of the four year curriculum cycle children will develop the following knowledge and skills:

Chronology

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world.
- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past.

Historical Enquiry

- Ask and answer questions about the past considering aspects of change, cause, similarity and difference and significance.
- Suggest where we might find answers to questions considering a range of sources.
- Understand that knowledge about the past is constructed from a variety of sources.
- Construct and organise responses by selecting relevant historical data.

Develop a bank of historical terms and topic specific vocabulary, which they should be able to demonstrate an understanding of and use in context.

Interpreting History

- 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

- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.

Similarities and Differences

- Describe some of the similarities and differences between different periods.

Significance

- Identify and begin to describe historically significant people and events in situations.
- Show understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual

Causes and Consequences

- Identify and give reasons for historical events, situations and changes.
- Begin to offer explanations about why people in the past acted the way they did.
- Give reasons why some events, people or developments are seen as more significant than others.

National Curriculum coverage:

Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history.

They should note connections and contrasts over time and develop the appropriate use of historical terms.

They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.

They should understand how our knowledge of the past is constructed from a range of sources.

They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. sources.

Year 5/6 Upper KS2

Over the course of the four year curriculum children will develop the following knowledge and skills:

Chronology

Use greater depth and range of knowledge to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world.
- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past.

Historical Enquiry

- Devise, ask and answer more complex questions about the past, considering key concepts in history.
- Select sources independently and give reasons for choices.
- Analyse a range of source material to promote evidence about the past.
- Construct and organise response by selecting and organising relevant historical data.

They will also develop a bank of historical terms and topic specific vocabulary, which they should be able to demonstrate an understanding of and use in context.

Interpreting History

- Understand that the past is represented and interpreted in different ways and give reasons for this.

Continuity and Change

- Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.

Causes and Consequences

- Begin to offer explanations about why people in the past acted the way they did.

Similarities and Differences

- Show understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual

Significance

- Give reasons why some events, people or developments are seen as more significant than others.

National Curriculum coverage:

Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of 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.

<p style="text-align: center;">Year A Britain at War</p> <p>The causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p> <p style="text-align: center;">Ancient Civilisations</p> <p>The history of three of the world’s first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. The rise, life, achievements and eventual end of each civilisation.</p>	<p style="text-align: center;">Year B Emperors and Empires</p> <p>The history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain. Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p> <p style="text-align: center;">Invasion</p> <p>Life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest. Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy</p> <p style="text-align: center;">Frozen Kingdoms</p> <p>Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</p>
<p style="text-align: center;">Year C Victorians</p> <p style="text-align: center;">Maafa</p> <p>Africa past and present and the development of the slave trade. It also explores Britain’s role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>	<p style="text-align: center;">Year D Through the Ages</p> <p>British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry</p> <p style="text-align: center;">Groundbreaking Greeks</p> <p>developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p>