

Subject

History

Intent

- Aim for a high-quality history curriculum
- Should inspire children curiosity and intrigue history. They should be able to make links, have the opportunities to investigate, interpret and understand the chronology of history, build an overview of Britain's past and that of the wider world. They should be able to communicate historically.
- Teaching equips children to help them become historians.
 - To have a secure knowledge and understanding of people, events and contexts from a range of historical periods, including the significant lives of individuals
 - Have the ability to think critically and communicate their own ideas
 - Have the ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources
 - Have the ability to discuss the past by creating questions and developing lines of enquiry
 - Respect historical resources and have the ability to evaluate these sources to support their learning.
 - Take part in challenging activities across a range of historical topics
- Children will learn with knowledge and skills but also through experiences such as educational visits, fieldwork sources.

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.

Curriculum Content – School Year 2023-2024 (Year B)

Pupils in Nursery and Reception will be taught the relevant content from the EYFS Curriculum (link to EYFS Curriculum page), including learning that forms the foundations for the later learning in History.

Pupils in Years 1 and 2 will be taught the following units;

Autumn Term	Spring Term	Summer Term
N/A	Lives of significant individuals in the past who have contributed to national and international achievements (The Space Race - Neil Armstrong)	Lives of significant individuals in the past who have contributed to national and international achievements (The Wright Brothers)
-	Key question: Who won the space race? Pupils in Year 1 will be taught to; - Sequence 3 or 4 artefacts and match objects to people - They know and recount episodes from stories about the past - Find answers to simple questions about the past from sources of information. - Communicate their ideas through drawing pictures, discussion, writing and role-play Pupils in Year 2 will be taught to; - Sequence artefacts closer together in time - Describe moments of key events in lives	Key question: Did the Wright Brothers succeed? Pupils in Year 1 will be taught to; - Recognise the difference between past and present in their own and others' lives - They know and recount episodes from stories about the past - Communicate their ideas through drawing pictures, discussion, writing and role-play - Find answers to simple questions about the past from sources of information. - Communicate their ideas through drawing pictures, discussion, writing and role-play Pupils in Year 2 will be taught to; - Find out about everyday lives of people in time studied

	- Recognise why people did things, why events happened and what happened as a result. - Use a source- observe or handles sources to answer questions about the past on the basis of simple observations - Select and record information relevant to study. - Communicate their ideas through drawing pictures, discussion, writing and role-play	- Compare with our life today - Understand why people may have wanted to do something - Use a source -observe or handle sources to answer questions about the past on the basis of simple observations - Communicate their ideas through drawing pictures, discussion, writing and role-play
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Pupils in Years 3 and 4 will be taught the following units;

Autumn Term	Spring Term	Summer Term
The achievements of the earliest civilizations Ancient Egypt	The Roman Empire and it's impact on Britain	N/A
Key question: Why did the Ancient Egyptians build pyramids? Pupils in Year 3 will be taught to; - Sequence several events or artefacts - Find out about everyday lives of people in time studied - Compare with our life today - Understand why people may have wanted to do something	Key question: What was Roman Britain like? Pupils in Year 3 will be taught to; - Place the time studied on a time line - Use dates and terms related to the study unit and pass of time - Sequence several events or artefacts - Identify reasons for and results of people's actions	-

- Look at representations of the period - museums, cartoons - Use a range of sources to find out about a period. - Select and record information relevant to study. - Communicate their ideas through drawing pictures, discussion, writing and computing Pupils in Year 4 will be taught to; - Understand more complex terms - eg BC/AD - Place events studied on a timeline - Use terms related to the period and begin to date events - Use evidence to reconstruct life in time studied - Use textbooks and historical knowledge - Look for links and effects in time studied offer a reasonable explanation for some events.	- Use a range of sources to find out about a period. - Select and record information relevant to study. - Communicate their ideas through drawing pictures, discussion, writing and computing Pupils in Year 4 will be taught to; - Understand more complex terms - eg BC/AD - Place events studied on a timeline - Use terms related to the period and begin to date events - Use evidence to reconstruct life in time studied - Use textbooks and historical knowledge - Look for links and effects in time studied offer a reasonable explanation for some events. - Recall, select and organise historical information.		
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Pupils in years 5 and 6 will be taught the following

Autumn Term	Spring Term	Summer Term
A non-European society that provides contrast to British History - The Mayan Civilisation c. AD 900	N/A	Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Key question: Were the Mayan's an important civilisation for history?

Pupils in Year 5 will be taught to;

- Use knowledge and language of BC/AD to place events on a timeline.
- Discuss and sequence key events of time studied and create a timeline.
- Study different aspects of people and their lives.
- Examine causes and results of great events, improvements, ideas and explore the impact on the people.
- Investigate and present an aspect of life/job/houses/beliefs.

Pupils in Year 6 will be taught to;

Key question: Who won the Kingdom of England and why?

Pupils in Year 5 will be taught to;

- Make comparison between different times in the past
- Know and sequence key events of time studied
- Use relevant terms and period labels
- Study different aspects of people
- Examine causes and results of great events and the impact on people
- Compare an aspect of life with the same aspect in another period
- Recall confidently, select and organise information.

Pupils in Year 6 will be taught to;

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Find out about beliefs, behaviour and characteristics of people - recognising that not everyone had the same view.
- Compare beliefs and behaviour with another time studied.
- Be aware that different evidence will lead to different conclusions.

		- Select and organise information to produce structured work making appropriate use of dates and terms.	

Curriculum Content - School Year 2024-2025 (Year A)

Pupils in Nursery and Reception will be taught the relevant content from the EYFS Curriculum (link to EYFS Curriculum page), including learning that forms the foundations for the later learning in History.

Pupils in Years 1 and 2 will be taught the following units;

Autumn Term	Spring Term	Summer Term
The lives of significant individuals in the past who have contributed to national and international achievement (Florence Nightingale/ Mary Seacole)	N/A	Events beyond living memory that are significant nationally or globally (The Great fire of London)
Key question: How have hospitals changed over time? Pupils in Year 1 will be taught to; -recognise the difference between past and present in their own and others' lives. -Know and recount stories about the past. -Use stories to encourage children to distinguish between fact and fiction. - Find answers to simple questions about the past from sources of information and artefacts. -Communicate their ideas through drawing pictures, discussion, writing and role-play Pupils in Year 2 will be taught to; -recognise why people did things, why events happened and what happened as a result.	-	Key question: What were the causes and impact of the Great fire of London? Pupils in Year 1 will be taught to; - Match objects to people of different ages - They know and recount episodes from stories about the past - Use stories to encourage children to distinguish between fact and fiction - Find answers to simple questions about the past from sources of information and artefacts. - Communicate their ideas through drawing pictures, discussion, writing and role-play Pupils in Year 2 will be taught to; - Sequence artefacts closer together in time - Describe moments of key events in lives

-identify differences between ways of life at different times -Compare two versions of a past event. - Use a source- observe or handles sources to answer questions about the past on the basis of simple observations - Communicate their ideas through drawing pictures, discussion, writing and role-play -		- Recognise why people did things, why events happened and what happened as a result. - Compare two versions of a past event. - Use a source- observe or handles sources to answer questions about the past on the basis of simple observations - Select and record information relevant to study. - Communicate their ideas through drawing pictures, discussion, writing and role-play
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Pupils in Years 3 and 4 will be taught the following units;

Autumn Term	Spring Term	Summer Term
N/A	Changes in Britain from the Stone Age to the Iron Age*	Local history study (Weston)
-	Key question : What age was the most important for humans? Pupils in Year 3 will be taught to; - Place the time studied on a time line - Sequence several events and artefacts - Find out about everyday lives of people in time studied begin to make comparisons. - Identify reasons and results of peoples' actions.	Key question: How and why has Weston changed? Pupils in Year 3 will be taught to; - Use dates and terms related to the study unit and passing of time. - Compare an aspect of life with our lives today - Identify reasons for and results of people's actions

	- Use a range of sources to find out about a period. - Select and record information relevant to study. - Communicate their ideas through drawing pictures, discussion, writing and computing Pupils in Year 4 will be taught to: - Place events from period studied on a time line. - Use evidence to reconstruct life in time studied. - Compare and look for links and effects for time studied. - Use terms and vocabulary related to period to communicate their knowledge and understanding - Recall, select and organise historical information.	- Understand why people may have wanted to do something. - Distinguish between different sources - compare different versions. - Use a range of sources to find out about a period. - Select and record information relevant to study. Pupils in Year 4 will be taught to: - Use evidence to reconstruct life in time studied - Use textbooks and historical knowledge - Look for links and effects in time studied offer a reasonable explanation for some events. - Recall, select and organise historical information. - Compare and discuss validity of sources.
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Pupils in Years 5 and 6 will be taught the following;

Autumn Term	Spring Term	Summer Term
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (First railways)	N/A	Ancient Greece - a study of Greek life and achievements and their influence on the western world
Key question: What impact did the railways have?		Key question: Why do we learn about the Ancient Greeks?

Pupils in Year 5 will be taught to; - Know and sequence key events of time studied - Use relevant terms and period labels - Study different aspects of different people -eg women and men - Examine causes and results of great events and the impact on people - Compare accounts of events from different sources (fact or fiction) - Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event Pupils in Year 6 will be taught to; - Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line - Find out about beliefs, behaviour and characteristics of people - recognising that not everyone had the same view. - Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and individuals from time studied. - Consider ways of checking the accuracy of interpretations - fact/fiction/opinion		Pupils in Year 5 will be taught to; - Make comparison between different times in the past - Know and sequence key events of time studied - Use relevant terms and period labels - Study different aspects of people - Examine causes and results of great events and the impact on people - Compare an aspect of life with the same aspect in another period - Recall confidently, select and organise information. Pupils in Year 6 will be taught to; - Place current study on time line in relation to other studies - Use relevant dates and terms - Find out about beliefs, behaviour and characteristics of people - recognising that not everyone had the same view. - Compare beliefs and behaviour with another time studied. - Be aware that different evidence will lead to different conclusions. - Select and organise information to produce structured work making appropriate use of dates and terms. - Consider ways of checking the accuracy of interpretations - fact/fiction/opinion
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- Bring knowledge gathered together from several sources together in a fluent account.			