

History 2018-2019: Autumn Spring Summer

Curriculum Intent:

By the end of Key Stage One, 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.

By the end of Key Stage Two, 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.



	Previous Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Next Steps ks3
Chronological events	Put significant events in their lives in order. Begin to understand past and present.	Changes within living memory (to include aspects of change in national life e.g. transport / toys / travel) The lives of significant individuals in the past who have contributed to national and international achievements. A local history study (Cornish Day)	Events beyond living memory that are significant nationally or globally (e.g. World War 2 or Gun Powder Plot) Significant historical events, people and places in their own locality A local history study (Cornish Day)	Changes in Britain from the Stone Age to Iron Age The Roman Empire and its impact on Britain A local history study (Cornish Day)	Britain's settlements by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme of British history that extends the pupils chronological knowledge beyond 1066 (e.g. a significant turning point in British history such as the Battle of Britain) A local history study (Cornish Day)	A study of an aspect or theme of British history that extends the pupils chronological knowledge beyond 1066 (e.g. the legacy of Greek culture on later periods of British history) Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society which provides contrast with British History (Mayan civilization c. AD 900)	The achievement's of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. A local history study (Cornish Day)	The development of Church, state and society in Medieval Britain 1066-1509 The development of Church, state and society in Britain 1509-1745 Ideas, political power, industry and empire: Britain, 1745-1901 Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust A local study

						A local history study (Cornish Day)		
Use of sources	Ask questions to find out more about People or photographs. Say own opinions and ideas.	People, photographs, Personal Opinions and facts.	Offers opinions and facts with some reasoning.	Distinguishing between fact and opinions and given reasons.	Understanding the difference between primary and secondary sources.	Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. subject.	Understand the methods of historical enquiry, including how it is used to make historical claims.	
Historical Enquiry	Ask questions to find out more information.	Who? Where? When? Why?	Answer simple questions relating to the topic.	Children pose own questions to gain an understanding of the topic.	Generate purposeful questions.	Begin to use questions to understand significant events.	Identify significant events, make connections, draw contrast and analyse trends	
Analyse and evaluate the impact of significant people/events in history	Begin to talk about why something has happened showing their understanding.	To talk simply about why something happened.	Explore a particular event and how it affected people at the time.	Question why something happened and how it impacted people.	Question why something happened and how it impacted people long term.	A detailed study of a particular famous person and their historical legacy.	A detailed study of a particular famous person and their historical legacy from at least two different points of view.	
Vocabulary	Past Present Future Use and understand meanings of words related to topic.	Past , present, future Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	Language specific to topic (e.g. mummified)	

Historical timeline:

FS:

Events within living memory-
Historic Lincoln, the place where I live.
The royal family/ Kings and Queens.

KS1:

Changes within living memory.

Events from the past centuries *e.g. The Gun Powder Plot The first Airplane flight (nationally or globally)*

Significant individuals from the past to compare life in different periods *e.g. Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong. Florence Nightingale, Mary Seacole, Rosa Parks.*

Historical events, people and places in their locality (Cornish Day)

LKS2;

Britain stone age to iron age/ Celts *e.g. Early hunter-gatherer's, early farmers, bronze age, iron age,*

The Roman Empire and its impact on Britain

Local history study (*Cornish Day*)

Vikings and Anglo-Saxons

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. *E.g. Case studies on changing monarchs, Changes in social history i.e, crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars.*

Earliest civilizations – *Ancient Egypt*

Ancient Greece – A study of Greek life and achievements and their influence on the western world

Non-European society to provide contrasts *e.g. Mayan Civilization*