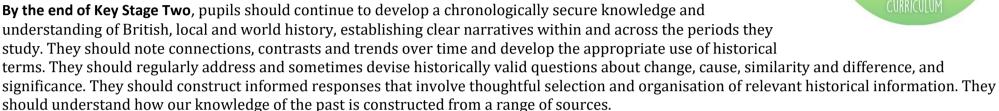
## History 2018-2019: Autumn Spring Summer

## **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.



Curriculum reading opportunities to be shown in italics (including digital literacy)

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

ī			 	<u> </u>	 		(Mayan civilization		
						A local history study	c. AD 900)		
						(Cornish Day)			
							Using National		
							Geographic to understand about		
							the Mayans.		
							A local history study		
							(Cornish Day)		
	Use of sources	Ask questions to	People,	Offers opinions and	Distinguishing	Understanding the	Use a variety of	Understand the	
		find out more about	photographs,	facts with some	between fact	difference between	reliable sources to	methods of historical	
		People or photographs.	Personal Opinions and	reasoning.	and opinions and given reasons.	primary and secondary sources.	gain a deeper understanding of	enquiry, including how it is used to make	
		рпособгариз.	facts.		given reasons.	secondary sources.	Compare historical	historical claims.	
		Say own opinions					sources and suggest		
		and ideas.					the validity of these.		
	Historical	Ask questions to	Who? Where?	Answer simple	Children pose	Generate	Subject.  Begin to use	Identify significant	
		find out more	When? Why?	questions relating to	own questions to	purposeful	questions to	events, make	
	Enquiry	information.		the topic.	gain an	questions.	understand	connections, draw	
					understanding of		significant events.	contrast and analyse	
					the topic.		Using Information	trends	
							books about Great		
							fire of London.		
	Analyse and	Begin to talk about	To talk simply	Explore a particular	Question why	Question why	A detailed study of a	A detailed study of a	
	evaluate the	why something has happened showing	about why something	event and how if affected people at	something happened and	something happened and how	particular famous person and their	particular famous person and their	
	impact of	their	happened.	the time.	how it impacted	it impacted people	historical legacy.	historical legacy from	
	significant	understanding.			people.	long term.		at least two different	
	people/events in						Information books	points of view.	
	history						and researching about Neil		
	•						Armstrong.		
	Vocabulary	Past	Past , present,	Language specific to	Language	Language specific to	Language specific to	Language specific to	
	,	Present	future	topic (e.g.	specific to topic	topic (e.g.	topic (e.g.	topic (e.g.	
		Future Use and understand	Language specific to topic	mummified)	(e.g. mummified)	mummified)	mummified)	mummified)	
		meanings of words	(e.g. mummified)	Books Stone girl			Gain and deploy a		
		related to topic.	,	bone girl		Children complete	historically		
				Total Comp Cl . !!		research on Vikings	grounded		
				Tail Gun Charlie		before completing their own poster.	understanding of abstract terms such		
						their own poster.	as 'empire',		
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		We will have to read recounts describing spottings of the Loch ness monster and other forms of evidence before sorting them in to primary and secondary sources of evidence.  We will be using the internet to research different mythical creatures.			
Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama / role play Making models Writing Using ICT	Recall, select and organize historical information Communicate their knowledge and understanding	Select and organize information to produce structured work, making appropriate use of dates and terms		
Opportunities for SMSC / British values	Year 2 evacuation immigration- respect and tolerance.	Big questions- Is nature or are humans to be blamed for disasters?	Big questions — what is more amazing? Fact or Fiction?		
	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
II	punishment, turning points in British history- the first railways, the battle of Britain, the great wars.
II	Earliest civilizations – Ancient Eygpt
II	Ancient Greece – A study of Greek life and achievements and their influence on the western world
II	Non-European society to provide contrasts e.g. Mayan Civilization
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