

History: National Curriculum Aims

1. 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
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolutions of empires; characteristics features of past non European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry
4. 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. Use to create their own structured accounts, including the written narratives and analyses.
5. 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
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economics, military, political, religious and social history; and between short and long-term times scales.

| | EYFS | Squirrels: Year 1 and 2 | Badgers: Year 3 and 4 | Owls: Year 5 and 6 |
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| Year A Topics | <p>Time Travel: Would you rather live then or now and why? Changes over time – Toys past and present. (1,4)</p> <p>Doctor Doctor: Mary Seacole – Lives of significant individuals (1,4,6)</p> <p>Moon Landing: Significant Events beyond Living Memory Changes within Living memory: linked to diet. Who was Neil Armstrong? (1,2)</p> <p>Ahoy m'hearties: Significant events: people and places in their own locality (1,6)</p> | <p>Stones to Bones: Stone Age and Early British history to the arrival of the Romans. <i>Begin their development of a chronological knowledge of British History to 1066</i> (1, 5, 6)</p> <p>Tomb Raiders: Egyptians: Exploring a non-European Ancient civilisation and make comparisons. Connect to Rivers. (2,4,5)</p> <p>Transforming Transport: explore the history of the Railways and the impact of its evolution national and locally and as part of the Industrial revolution. Learn about Brunel. Link this to the changing use of rivers/canals for transport through Victorian era and explore the impact of railways on local history. Trade and tourism (1, 4, 6)</p> | <p>Behind Enemy Lines: Learn about the origins of World Wars and how we are connected to Europe and the wider world. Consider evidence and the experiences of people living during the wars. Explore the impact of subsequent changes to technology and society. Explore the Blitz in Plymouth to see how this impacted people locally. (1, 4, 5, 6)</p> <p>Groovy Greeks: Study an ancient civilisation: Nature, features, achievements and follies. Explore the influence of its culture, religion and politics and link to previous learning about civilisations (2, 3, 6) in Raiders and Settlers: Build on previous Anglo-Saxon Learning exploring Aethelstan to Edward The Confessor and their achievements and conflicts and interactions with Vikings and eventual defeat in 1066. <i>Build on their development of a chronological knowledge of British History to 1066</i> (1, 5, 6)</p> | |
| Year B Topics | <p>What makes me, me: Looking at ancestors and family trees (4,6)</p> <p>Staying alive: Significant people and events in their own locality through local festivals (1,4,6)</p> <p>London's Burning: Events beyond living memory significant nationally. What was life like in this period? (5,6)</p> <p>Poles Apart: Focus On David Attenborough lives of significant individuals (1)</p> <p>Under the Sea: Seaside locations, changes within living memory. What was life like as a Victorian? (1,4,6)</p> | <p>Civilization: Impact of Roman empire's expansion and its arrival in Britain. Invasion and resistance and romanization of Britain (1, 2, 3, 4, 5, 6)</p> <p>Fall of an Empire: Children will explore reasons for the fall of the Roman Empire and how Britain changed through the settlement of Anglo Saxons and Scots up to Alfred the Great: the impact of Alfred's vision of England. <i>Build on their development of a chronological knowledge of British History to 1066</i></p> <p>Ancient China: Explore an alternative non-European civilization through a study of the Shang dynasty: Nature, features, achievements and follies. The legacy of Fu Hao and early writing systems. (2, 3, 6)</p> | <p>Crime and Punishment: How has crime and punishment evolved over time and connects to today with a link to Human rights. (1, 4, 5)</p> <p>Marvellous Maya: Children will explore the forests of Central and South America a non-European alternative civilisation: Nature, features, achievements and follies. Make comparisons to Egyptian, Roman, Chinese and Greek civilisations studied to make connections, contrasts, analyse and raise questions. (2,3, 4)</p> <p>Cornwall: Stone Age to today Children will focus on the key events in local history. Focus on mining and migration an aspect of history significant locally. Make connections, contrasts, analyse and raise questions. (1,4,5,6) <i>Build on their development of a chronological knowledge of British History to 1066</i></p> | |
| Chronological Understanding | Know some things that happened to me in the past. | Sequence some events or related objects in order | Use timelines to place events in order Name and place dates of significant events from the past on timelines | Use timelines to place and sequence local, national and international events. <i>periods and cultural movements around the world.</i> |

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| | <p>Talk about past and present events in their own lives and in lives of family members</p> <p>Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow</p> <p>Order and sequence familiar events.</p> | <p>Order 3 or more people or events using a given scale.</p> <p>Use common words and phrases relating the passing of time eg old, new, young, days, months, today, yesterday, tomorrow</p> <p>Use Simple Historical Vocabulary eg recently, before, after, now, later, past present</p> <p>Recount parts of stories and memories about the past.</p> <p>Recount changes in own life over time</p> <p>Know some things that happen to other people in the past.</p> <p>Identify similarities and differences between periods.</p> | <p>Understand that timelines can be divided into BC and AD</p> <p>Use historical vocabulary eg. Century, decade, BC, AD, after before and during</p> <p>Use historical vocabulary eg century and decade.</p> <p>Divide recent history into present, using 21st century and the past using 19th and 20th centuries.</p> <p>Note connections, contrasts and trends over time.</p> | <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Use key periods to reference points eg BC, AD, Romans, Saxons, Victorians, Neolithic, Prehistoric</p> <p>Sequence historical periods</p> <p>Describe events using historical vocabulary eg. Century, decade, BC, AD, Saxons, Vikings, Industrial Revolution, Victorians</p> <p>Identifies changes within and across historical periods and civilisations</p> <p>Describe the main changes in a period of history using historical vocabulary such as 'social' 'religious' 'political' 'technological' and 'cultural'</p> <p>Recall the date of any significant event studied from past and place it correctly on a timeline.</p> |
| <p>Knowledge and understanding of past events, people and changes in the past.</p> | <p>With my teacher :</p> <p>Find out some facts about people living long ago (before living memory)</p> <p>Some facts about events long ago</p> <p>Talk about why people may have acted as they did</p> | <p>Tell the difference between the past and present in own and other people's lives.</p> <p>Use information to describe the past</p> <p>Use information to describe differences between then and now</p> <p>Recount main points from a significant event in history</p> <p>Use evidence to explain reasons why people in the past acted as they did</p> | <p>Use evidence to describe past eg: houses and settlements, culture and leisure activities, Clothes, way of life, actions of people, Buildings and their uses, People's beliefs and attitudes, things of importance to people. Differences between lives of rich and poor</p> <p>Show knowledge and understanding by describing features of past societies and periods</p> <p>Use evidence to find out how any of these may have changed during a time period</p> <p>Identify some ideas and beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Describe similarities and differences between people, events and objects</p> <p>Give reasons why changes in houses, culture, leisure and clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Show changes on a timeline</p> <p>Describe how some of the past events / people affect life today.</p> | <p>Identify some social, cultural, religious and ethnic diversities in the societies studied in Britain and the wider world.</p> <p>Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes and way of life and actions of people: buildings and their uses; people's beliefs, religion and attitudes; things of importance to people ; differences between lives of rich and poor</p> <p>Identify how any of the above may have changed during a time period</p> <p>Give some causes and consequences of the main events, situations and changes in the period studied.</p> <p>Give own reasons why changes may have occurred backed up with evidence</p> <p>Show identified changes on a timeline</p> <p>Describe how some of the past events / people affect life today</p> <p>Show identified changes on a timeline</p> <p>Describe similarities and differences between some people and events and objects studied</p> <p>Make links between some features of past societies</p> |
| <p>Historical Interpretation</p> | <p>With my teacher looks at books to help me find out about the past.</p> <p>Listen to stories about the past</p> | <p>Begin to indentify and recount some details from the past from sources such as pictures and stories</p> <p>Look at books and pictures (and eye witness accounts, photos, artefacts, buildings and visits, internet)</p> <p>Understand why some people in the past did things</p> | <p>Look at 2 versions of the same event and identify differences in the accounts</p> <p>Give reasons why there may be different accounts of history; introduce ideas od perspective, bias and propaganda, reliability</p> | <p>Look at different versions of the same events and indentify differences in the accounts</p> <p>Give clear reasons why there may be different accounts in history</p> <p>Know that people (now and in past) can represent ideas in ways that persuade others</p> <p>Understand that the past has been represented in different ways</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> |

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| | | | | <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Consider whose voices go unheard/heard and why</p> |
| <p>Historical Enquiry</p> | <p>Look at pictures and discuss 'which things are old and which things are new' Answer questions about events using before and after to describe when something happened.</p> <p>Look at objects from the past and discuss what were they used for? And try to answer Look at pictures from the past and discuss what were people doing?</p> | <p>Find answers to simple questions about the past from sources of information (pictures, stories)</p> <p>Look carefully at pictures or objects to find information about the past.</p> <p>Ask and answer questions such as 'what was life like for a...?' 'what happened in the past?' 'How long ago did it happen?'</p> <p>Estimate the ages of people by studying and describing their features</p> | <p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as how did people...? What did people do for....? What was it like for...? During....?</p> <p>Suggest sources of evidence to use to help answer questions</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Suggest sources of evidence from a selection provided that can be used to help answer questions or raise questions about evidence.</p> | <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past</p> <p>Choose reliable sources of evidence to answer questions</p> <p>Realise that there is often not a single answer to a historical question and that historians make informed guesses and theories using the best evidence of the time from written, physical and scientific sources. That experts do not always agree</p> <p>Identify and use different sources of information and artefacts effectively and explain choices</p> <p>Evaluate the usefulness and accuracy of different sources Selecting the most appropriate for a given task and justifying and explaining reasoning</p> <p>Form their own opinions about events from a range of sources, connect ideas and knowledge to help inform opinions</p> |
| <p>Organisation and Communication</p> | <p>Sort events or objects into groups (Then and now) Say when my birthday is Use simple time-lines under events or objects. Tell stories about the past (sometimes using role-play) Write in sentences things I have found out about in the past Draw pictures and write about them to tell others about the past.</p> | <p>Show knowledge and understanding about the past in different ways (eg role play, drawing, writing and talking)</p> <p>Describe objects people and events</p> <p>Write own date of birth</p> <p>Write simple stories and recounts about the past</p> <p>Draw labelled diagrams and write about them to tell others about people, events and objects from the past,</p> | <p>Present findings about the past in spoken or written forms supported or enhanced by computing, drama, and drawing skills.</p> <p>Use dates and terms with increasing accuracy correctly</p> <p>Discuss different ways of presenting information for different purposes realising it is for an audience.</p> <p>Use subject specific vocabulary such as settlement, ceremony, civilisation, invader, monarch, reign, artefact, relic, remains, evidence, monument</p> | <p>Present information in an organised way with clear structure. Use speaking, writing, maths, computing, drama and drawing skills to enhance and support presentations.</p> <p>Use dates and terms accurately and specifically.</p> <p>Choose the best way to present to a prescribed audience: written explanation/tables/charts/labelled diagrams/video commentary</p> |