



History Curriculum

Gawthorpe Community Academy History

Pupils will have an understanding of Britain's past and that of the wider world. They will be able to generate and answer historical questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History will allow pupils to understand the process of change, how society has changed over time and how events have lead to changes which influence our lives today.

Pupils will be taught over a series of lessons which include:

- Revisiting previously taught knowledge and skills.
- Historical Vocabulary
- Chronological understanding;
- Knowledge and interpretation;
- Historical Enquiry.

History Intent Statement Early Years	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of Historical vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p>Curriculum</p> <ul style="list-style-type: none"> • Early Years Outcomes are planned and delivered using Chris Quigley Early Years Key Objectives. (Please see document below for skills progression and vertical links.) <p>Supported by Focus Learning Challenge Sarah Quinn. Child centred approach to teaching and learning is a cyclical process and includes:</p> <ul style="list-style-type: none"> • Observations, • Analysis of observations • Using target tracker for gap analysis of child development and curriculum coverage. To determine next steps. • Planning experiences and opportunities to support observations and next steps. • This includes what the child’s interest are. • The environment is set up to connect with child’s interests and their learning. <p>Fundamentals</p> <p>Historical knowledge and skills are taught progressively and revisited prior to new learning to develop understanding</p> <p>Basic Skills</p> <p>Horizontal links between subjects are explicit during the teaching of history to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge</p> <p>History lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in History.</p>	<ul style="list-style-type: none"> • To deliver a balance of child initiated experimentation opportunities and focus teaching through concrete, meaningful experiences • To work in the provision areas with the children observing, scaffolding, modelling, guiding, inspiring and providing resources to meet the needs of children at that moment in time. • To provide a constant set of resources for children to practice and consolidate skills and development in positive terms • To provide appropriate resources to enhance the environment relevant to learning • To talk about learning in positive terms fostering the characteristics of effective learning. Making links between learning and revisiting objectives in different contexts. • Praising children’s efforts and values in positive terms enabling the children to talk about their own learning and reflect on what they have achieved. • Use display to promote and reinforce learning • Use photographic evidence to support chronological understanding • Remember when book and significant event slips to preserve memories and special events • Invite parents and friends of the school community in to talk about their experiences of the past • Take part in traditions within the local community • Share stories with a historical focus – fiction and non-fiction • Provide real life artefacts in the environment • Develop historical vocabulary <p>Assessment</p> <p>There is continuous formative assessment during lessons. The ability to talk and make comparisons are recorded to inform early learning outcomes.</p>	<p>Children have the knowledge and skills to work like a historian.</p> <p>Children make sustained progress in history.</p> <p>Children have an understanding of how the past has influenced their lives today and recognise that historical events can shape their future.</p>	<p>Progression in History under the 2014 National Curriculum. A guide for schools Jamie Byrom</p> <p>Ofsted Curriculum research “Knowledge rich” curriculum and “Vocabulary is knowledge.”</p> <p>“Closing the Vocabulary Gap” A Quigley. Historical Vocabulary.</p> <p>Focus Learning Challenge update</p>

History Intent Statement KS1	Implementation	Impact	Research
SDP High priorities: Developing subject specific vocabulary.	Consistent use of Historical vocabulary.	Revisiting common vocabulary will allow the children to "Know more and remember more".	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using the Focus Learning Challenge Curriculum. (Please see document below for skills progression and vertical links.)</p> <p>Fundamentals Historical knowledge and skills are taught progressively and revisited prior to new learning to develop understanding. Experiences and enhancement opportunities are planned to develop interest and understanding.</p> <p>Abstract Concepts Each unit of work covers an abstract concept or theme. For example: invasion. Subsequent units of work draw upon prior knowledge to reinforce these concepts, allowing the children make vertical links within their knowledge, skills and understanding throughout their primary years.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of history to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge History lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in History.</p>	<p>In lessons you will see:</p> <ul style="list-style-type: none"> • children practicing their skills and developing knowledge through a wide range activities which are differentiated to meet all needs; • a combination of whole class teaching, group work and individual choice is used to promote learning; • timelines are used at the beginning of each history unit to develop chronological understanding, and revisit prior learning; • where possible children observe, handle, describe and explain how artefacts were used. Photographs, books, pieces of art and videos are used as primary and secondary sources; • children make comparisons with life today. • modelling to show how to record findings, develop questioning, research and show understanding of chronology. • subject specific vocabulary is taught through discussion, research, and reading. It is used consistently, recorded on displays and in books; • educational visits and visitors enhance teaching and learning in history. <p>Assessment Assessment for learning is used as a starting and end point for units of work. Formative assessment is used during and after a lesson to inform next steps, check understanding and inform current attainment.</p>	<p>Children have the knowledge and skills to work like a historian.</p> <p>Children make sustained progress in history.</p> <p>Children have an understanding of how the past has influenced their lives today and recognise that historical events can shape their future.</p>	<p>Progression in History under the 2014 National Curriculum. A guide for schools Jamie Byrom</p> <p>Ofsted Curriculum research "Knowledge rich" curriculum and "Vocabulary is knowledge."</p> <p>"Closing the Vocabulary Gap" A Quigley. Historical Vocabulary.</p> <p>Focus Learning Challenge update</p>

History Intent Statement KS2	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of Historical vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using the Focus Learning Challenge Curriculum. (Please see document below for skills progression.)</p> <p>Fundamentals Historical knowledge and skills are taught progressively and revisited prior to new learning to develop understanding. Experiences and enhancement opportunities are planned to develop interest and understanding.</p> <p>Abstract Concepts Each unit of work covers an abstract concept or theme. For example: invasion. Subsequent units of work draw upon prior knowledge to reinforce these concepts, allowing the children make vertical links within their knowledge, skills and understanding throughout their primary years.</p> <p>Basic Skills Horizontal links between subjects are made explicit during the teaching of history to ensure children build upon prior knowledge and utilize the knowledge and skills learned from other subjects.</p> <p>Staff Knowledge History lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in History.</p>	<p>In lessons you will see:</p> <ul style="list-style-type: none"> • children practicing their skills and developing knowledge through a wide range activities which are differentiated to meet all needs; • a combination of whole class teaching, group work and individual choice is used to promote learning; • children carry out research to answer historical questions. They are encouraged to ask their own research questions. • timelines are used at the beginning of each history unit to develop chronological understanding, and revisit prior learning; • where possible children handle, describe and explain how artefacts and replicas. Photographs, books, the internet, pieces of art and videos are used as historical sources; • children make comparisons with other periods of history. • modelling to show how to record findings, develop questioning, research and show understanding of chronology. • they discuss, take notes, label diagrams and tabulate information to demonstrate their knowledge and understanding; • subject specific vocabulary is taught through discussion, research, and reading. It is used consistently, recorded on displays and in books; • educational visits and visitors enhance teaching and learning in history. <p>Assessment Assessment for learning is used as a starting and end point for units of work. Formative assessment is used during and after a lesson to inform next steps, check understanding and inform current attainment.</p>	<p>Children have the knowledge and skills to work like a historian.</p> <p>Children make sustained progress in history.</p> <p>Children have an understanding of how the past has influenced their lives today and recognise that historical events can shape their future.</p>	<p>Progression in History under the 2014 National Curriculum. A guide for schools Jamie Byrom</p> <p>“Closing the Vocabulary Gap” A Quigley. Historical vocabulary and origins of words.</p> <p>Ofsted Curriculum research “Knowledge rich” curriculum</p> <p>And</p> <p>“Vocabulary is knowledge.”</p> <p>Focus Learning Challenge</p>



Progression in History

Chronological Understanding

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can they talk about past and present events in their own lives and in the lives of family members? 	<ul style="list-style-type: none"> Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past? Can they retell a familiar story set in the past? Can they explain how they have changed since they were born? 	<ul style="list-style-type: none"> Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words 'past' and 'present' accurately? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? 	<ul style="list-style-type: none"> Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework?

Vocabulary -Chronological Understanding

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>past present future today old new timeline order yesterday day week month year long ago calendar timeline order</p>	<p>chronological living memory memories time date remembers century before after</p>	<p>recent lifetime</p>	<p>BC Before Christ AD Anno Domini decade Ancient Era period</p>	<p>Period of history BCE before common era ACE after common era</p>	<p>millennium</p>	

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Do they know that there are different traditions which come from long ago?</p> <p>Can they begin to recognise objects which were used in the past?</p>	<ul style="list-style-type: none"> Do they appreciate that some famous people have helped our lives be better today? Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl records? 	<ul style="list-style-type: none"> Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they explain how their local area was different in the past? Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they explain what is meant by a parliament? 	<ul style="list-style-type: none"> Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they explain the role that Britain has had in spreading Christian values across the world? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? Do they appreciate that significant events in history have helped shape the country we have today? Do they have a good understanding as to how crime and punishment has changed over the years? 	<ul style="list-style-type: none"> Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise how Britain has had a major influence on world history? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?

Vocabulary - Knowledge & Interpretation	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	History Historian Tradition Artefact	Historian King Queen Royal Family Change Museum Living Memory	Monarch Coronation Nation War Remembrance Discovery Explorer Georgian Stuart	Prehistory Ancient Civilisation Stone Age Bronze Age Iron Age Hunter-gatherer Myth and Legend Settler Innovation	Invasion Conquer Conquest Weapon Emperor Empire Peasant Slave Roman Normans Medieval Colony	Traitor Treason Torture Court Execution Heresy Monastery Rebellion Revolt Causation Tudor Viking Anglo Saxon Monarchy	Sacrifice Aristocracy British Empire Industrial Revolution Victorian Mayan

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can they ask questions about traditions and objects from the past? 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using a artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources?

Vocabulary - Historical Enquiry

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Question	Enquiry Change Evidence Artefact Change	Source of Evidence Research	archaeologist excavate primary source of evidence secondary source of evidence	interpret bias continuity consequence cause	conflicting evidence eye-witness	Oral History Propaganda Legacy ambiguous



History in the Early Years

Early Years Key Objectives

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making Relationships Play cooperatively Form positive relationships</p> <p>Self Confidence and self-awareness Try new activities with confidence Speak to others Ask for help</p> <p>Managing feelings and behaviour Talk about feelings Talk about behaviour Describe behaviour that is wrong Work as part of a group or class Adjusts behaviour</p>	<p>Listening and attention Listen attentively Listen to stories Anticipate key events Make relevant responses – appropriate response Give attention to others</p> <p>Understanding Follow instructions Answer ‘how’ and ‘why’ questions about events</p> <p>Speaking Can express ideas to an audience (express appropriately) Describe events in the past, present and future Develop narratives and explanations Connecting ideas and events</p>	<p>Moving and handling Show good coordination (large and small scale) Move confidently Negotiate space Handle equipment and tools</p> <p>Health and self-care Understand the importance of exercise and diet for good health Basic hygiene</p>	<p>Reading Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p>Writing Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a phonetically plausible way</p>	<p>Numbers Count reliably with numbers from 1 to 20 Place numbers from 1 to 20 in order Represent numbers Add and subtract Solve problems</p> <p>Shape, space and measure Use measurements Recognise, create and describe patterns Describe objects and shapes</p>	<p>People and communities Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others</p> <p>The world Learn in familiar places Similarities and difference in places Observe and describe environments Own environment animals and plants</p> <p>Technology Recognise the uses of technology Select technology for a purpose</p>	<p>Exploring and using media and materials Make music and dance Experiment with colour etc.</p> <p>Being imaginative Use media and materials imaginatively and use what they have learnt Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories Represent own ideas.</p>

Early Years Outcomes

People and communities

	22–36 months	30–50 months	40–60+ months
Talk about past and present events	<ul style="list-style-type: none"> • Imitate everyday actions and events from own family and cultural background, in pretend play. 	<ul style="list-style-type: none"> • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members.
Show sensitivity to the likes and dislikes of others	<ul style="list-style-type: none"> • Have a sense of own immediate family and relations. • Begin to have their own friends. 	<ul style="list-style-type: none"> • Show an interest in the lives of people who are familiar to them. 	<ul style="list-style-type: none"> • Know that others don't always enjoy the same things and are sensitive to this.
Know the similarities and differences between themselves and others	<ul style="list-style-type: none"> • Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Show an interest in different occupations and ways of life. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoy joining in with family customs and routines. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions.
<p>Early Learning Goal 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.</p>			

Gawthorpe Community Academy

History and Geography Overview

Gawthorpe Community Academy Humanities Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Seasonal Change					
	Why can't we live in the North Pole? Geography	Where do the leaves go in winter? Geography	What has changed since my grandparents were young? History	Who was famous when mum and dad were little? History	Where do we live and what is so special about it? History and Geography	
Year 2	What would Mr Twit find exciting about Ossett? Geography	Why is London an important place? <i>Innovation, Role of Religion</i> Geography and History	What was it like when the Queen came to the throne? <i>Empire, Parliament</i> History	Where would you prefer to live England or Tanzania? Geography		How has Charles Whaterton helped to make the world a better place? History
	What makes the Earth angry? Geography	Where have all the mines gone? <i>Parliament</i> Geography	Who first lived in Britain? <i>Innovation</i> History		Why do so many people go to the Mediterranean for their holidays? Geography	Has Greece always been in the news? <i>Civilisation, Invasion</i> History
Year 4	Why is the Calder river so important to Wakefield? Geography	Why is Wakefield such a cool place to live? <i>Innovation</i> Geography	Why were the Romans so powerful and what did we learn from them? <i>Empire, Invasion</i> History		Why were the Norman castles certainly not bouncy? <i>Invasions</i> History	Who were the early law makers? <i>Parliament</i> History
	What were the historical implication of Henry VIII break from the Catholic church? <i>Role of Religion, Peasantry, Bias</i> History	How can we rediscover the wonders of Ancient Egypt? <i>Civilisation</i> History	Why is Brazil in the news again? Geography	Why should the rainforest be important to us? Geography	Were the Vikings always vicious? <i>Parliament, Invasions</i> History	
Year 6	I'm a year 6 pupil get me out of here? Geography	How did the Victorian period help to shape Britain today? <i>Empire, Role of Religion, Innovation, Peasantry</i> History	2018/2019 Where have all the mines gone? <i>Parliament</i> 2020/2021 Why should the world be ashamed of slavery? <i>Bias</i> History	Will you ever see the water you drink again? Geography	Who were the Mayans and what have we learnt from them? <i>Civilisation</i> History	

Focus Learning Challenge

History

National Curriculum Requirements of History at Key Stage 1

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. [National Curriculum History](#)

Pupils should be taught about:

- **changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**
- **events beyond living memory that are significant nationally or globally;**
- **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.**
- **significant historical events, people and places in their own locality.**

National Curriculum Requirements of History at Key Stage 2

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 and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. [National Curriculum History](#)

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Christian conversion - Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- further Viking invasions
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study

For example:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects mining have changed our locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- the changing power of monarchs using King John, Henry VIII and Victoria
- changes in an aspect of social history, such as rule of law from the Anglo-Saxons to the 20th Century
- the legacy of Greek and Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways

National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt;

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

A non-European society that provides contrasts with British history - Mayan civilization c. AD 900;

Knowledge, Skills and Understanding breakdown for History

Year 1

Chronological understanding

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Can they tell me about things that happened when they were little?
- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects belonged to the past?
- Can they retell a familiar story set in the past?
- Can they explain how they have changed since they were born?

Knowledge and interpretation

- Do they appreciate that some famous people have helped our lives be better today?
- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as vinyl records?

Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they answer questions using an artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

Year 1 (Challenging)

- Can they put up to five objects/events in chronological order (recent history)?
- Can they use words and phrases like: very old, when mummy and daddy were little?
- Can they use the words before and after correctly?
- Can they say why they think a story was set in the past?

- Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
- Can they tell us about an important historical event that happened in the past?
- Can they explain differences between past and present in their life and that of other children from a different time in history?
- Do they know who will succeed the queen and how the succession works?

- Can they answer questions using a range of artefacts/ photographs provided?
- Can they find out more about a famous person from the past and carry out some research on him or her?

Knowledge, Skills and Understanding breakdown for History

Year 2

Chronological understanding

- Can they use words and phrases like: before I was born, when I was younger?
- Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- Can they use the words 'past' and 'present' accurately?
- Can they use a range of appropriate words and phrases to describe the past?
- Can they sequence a set of events in chronological order and give reasons for their order?

Knowledge and interpretation

- Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
- Can they explain how their local area was different in the past?
- Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?
- Can they give examples of things that are different in their life from that of their grandparents when they were young?
- Can they explain why Britain has a special history by naming some famous events and some famous people?
- Can they explain what is meant by a parliament?

Historical enquiry

- Can they find out something about the past by talking to an older person?
- Can they answer questions by using a specific source, such as an information book?
- Can they research the life of a famous Briton from the past using different resources to help them?
- Can they research about a famous event that happens in Britain and why it has been happening for some time?
- Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Year 2 (Challenging)

- Can they sequence a set of objects in chronological order and give reasons for their order?
- Can they sequence events about their own life?
- Can they sequence events about the life of a famous person?
- Can they try to work out how long ago an event happened?

- Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?
- Can they explain why someone in the past acted in the way they did?
- Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?
- Can they explain what is meant by a democracy and why it is a good thing?

- Can they say at least two ways they can find out about the past, for example using books and the internet?
- Can they explain why eye-witness accounts may vary?
- Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

Knowledge, Skills and Understanding breakdown for History

Year 3

Chronological understanding

- Can they describe events and periods using the words: BC, AD and decade?
- Can they describe events from the past using dates when things happened?
- Can they describe events and periods using the words: ancient and century?
- Can they use a timeline within a specific time in history to set out the order things may have happened?
- Can they use their mathematical knowledge to work out how long ago events would have happened?

Knowledge and interpretation

- Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?
- Can they begin to picture what life would have been like for the early settlers?
- Can they recognise that Britain has been invaded by several different groups over time?
- Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?
- Can they suggest why certain events happened as they did in history?
- Can they suggest why certain people acted as they did in history?

Historical enquiry

- Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can they use various sources of evidence to answer questions?
- Can they use various sources to piece together information about a period in history?
- Can they research a specific event from the past?
- Can they use their 'information finding' skills in writing to help them write about historical information?
- Can they, through research, identify similarities and differences between given periods in history?

Year 3 (Challenging)

- Can they set out on a timeline, within a given period, what special events took place?
- Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?

- Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?
- Can they appreciate that war/s would inevitably have brought much distress and bloodshed?
- Do they have an appreciation that wars start for specific reasons and can last for a very long time?
- Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?

- Can they begin to use more than one source of information to bring together a conclusion about an historical event?
- Can they use specific search engines on the Internet to help them find information more rapidly?

Knowledge, Skills and Understanding breakdown for History

Year 4

Chronological understanding

- Can they plot recent history on a timeline using centuries?
- Can they place periods of history on a timeline showing periods of time?
- Can they use their mathematical skills to round up time differences into centuries and decades?

Knowledge and interpretation

- Can they explain how events from the past have helped shape our lives?
- Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
- Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- Do they recognise that the lives of wealthy people were very different from those of poor people?
- Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Historical enquiry

- Can they research two versions of an event and say how they differ?
- Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
- Can they give more than one reason to support an historical argument?
- Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Year 4 (Challenging)

- Can they use their mathematical skills to help them work out the time differences between certain major events in history?
- Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

- Can they recognise that people's way of life in the past was dictated by the work they did?
- Do they appreciate that the food people ate was different because of the availability of different sources of food?
- Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
- Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

- Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

Knowledge, Skills and Understanding breakdown for History

Year 5

Chronological understanding

- Can they use dates and historical language in their work?
- Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
- Can they use their mathematical skills to work out exact time scales and differences as need be?

Knowledge and interpretation

- Can they describe historical events from the different period/s they are studying/have studied?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Can they explain the role that Britain has had in spreading Christian values across the world?
- Can they begin to appreciate that how we make decisions has been through a Parliament for some time?
- Do they appreciate that significant events in history have helped shape the country we have today?
- Do they have a good understanding as to how crime and punishment has changed over the years?

Historical enquiry

- Can they test out a hypothesis in order to answer a question?
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

- Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.

- Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?

- Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

Knowledge, Skills and Understanding breakdown for History

Year 6

Chronological understanding

- Can they say where a period of history fits on a timeline?
- Can they place a specific event on a timeline by decade?
- Can they place features of historical events and people from past societies and periods in a chronological framework?

Knowledge and interpretation

- Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
- Can they summarise how Britain has had a major influence on world history?
- Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
- Can they describe features of historical events and people from past societies and periods they have studied?
- Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?

Historical enquiry

- Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- Can they identify and explain their understanding of propaganda?
- Can they describe a key event from Britain's past using a range of evidence from different sources?

Year 6 (Challenging)

- Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?

- Can they suggest relationships between causes in history?
- Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
- Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?

- Can they suggest why there may be different interpretations of events?
- Can they suggest why certain events, people and changes might be seen as more significant than others?
- Can they pose and answer their own historical questions?