

Curriculum Toolkit for History

Reception

Development Matters

Understanding the World

3-4

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.
- Explore how things work.
- Continue to develop positive attitudes about the differences between people.

Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG-Past and Present

- **Talk about the lives of the people around them and their roles in society.**
- **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**
- **Understand the past through settings, characters and events encountered in books read in class and storytelling.**

Family History	<ul style="list-style-type: none"> • I can talk about photos of my family • I can say what my life story is • I can talk about other families and ask questions or make comments • I know that there are many types of families different to mine
Chronological understanding	<ul style="list-style-type: none"> • I can organise events using a basic chronology • I know some things happened before I was born
Historical Enquiry	<ul style="list-style-type: none"> • I find similarities and differences between pictures/stories/artefacts and accounts of the past • I can talk about fictional characters in the past • I can talk about pictures of the past • I can talk about stories of the past

<u>Covered in these topics:</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic Title:	All about me- Families Whatever next! Space and Christmas	Snow and ice – explorers in the past Teddy bears picnic – old toys	A tiny seed – seasons and cycles Ship Ahoy!
Content	<ul style="list-style-type: none"> • Daily visual timetable to sequence the day at school • Christmas Customs • Retell story of Christmas • Sequence their day in order getting up – bed time 	<ul style="list-style-type: none"> • Chinese new year customs • Easter customs • Sequence chick hatching • Sequence pancake making 	<ul style="list-style-type: none"> • Old pirate ships and new ships – will study SS great Britain in Y1

National Curriculum Key Stage 1 Overview

Pupils Should be taught:

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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.

National Curriculum Key Stage 2 Overview

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.

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.

Pupils should be taught about:

changes in Britain from the Stone Age to the Iron Age

- Bronze Age technology for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

the Roman Empire and its impact on Britain

- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica

Britain's settlement by Anglo-Saxons and Scots

- Anglo-Saxon invasions, settlements and kingdoms: place names and village life

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

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- Anglo-Saxon laws and justice

a local history study

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

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

- a significant turning point in British history, for example, the first railways or the Battle of Britain

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of 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

	Year 1
Chronological understanding	<ul style="list-style-type: none"> I can place known events in the order of when they happened I can use common words and phrases relating to the passing of time
Historical enquiry	<ul style="list-style-type: none"> Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past
Historical interpretations:	<ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version
Organisation and communication :	<ul style="list-style-type: none"> Talk, draw or write about aspects of the past
Understanding of events, people and changes:	<ul style="list-style-type: none"> Understand key features of events Identify some similarities and differences between ways of life in different periods

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>About the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><i>Brunel</i></p>	<p>About the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><i>Grace Darling</i> used to compare aspects of life in different periods</p> <p>lifeboats now and in the past</p>

Year 2	
Chronological understanding	<ul style="list-style-type: none"> • I can show an awareness of the past, using common words and phrases relating to the passing of time • I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods
Historical enquiry	<ul style="list-style-type: none"> • I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events • I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
Historical interpretations:	<ul style="list-style-type: none"> • I can describe events beyond living memory that are significant nationally or globally • I can describe significant historical events, people and places locally
Organisation and communication :	<ul style="list-style-type: none"> • I can speak about how I have found out about the past • I can use a wide vocabulary of everyday historical terms
Understanding of events, people and changes:	<ul style="list-style-type: none"> • I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	Significant historical events, people and places in their own locality – <i>Edward Wilson</i>	Events beyond living memory that are significant nationally or globally - the Great Fire of London, including <i>Samuel Pepys</i>	

	Year 3
Chronological understanding	<ul style="list-style-type: none"> • I can use an increasing range of common words and phrases relating to the passing of time • I can describe memories of key events in his/her life using historical vocabulary
Historical enquiry	<ul style="list-style-type: none"> • I can begin to use a variety of resources to find out about aspects of life in the past.
Historical interpretations:	<ul style="list-style-type: none"> •
Organisation and communication :	<ul style="list-style-type: none"> • I can explain what I have learned in an organised and structured way, using appropriate terminology
Understanding of events, people and changes:	<ul style="list-style-type: none"> • I can use evidence to support arguments

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	Changes in Britain from the Stone Age to the Iron Age. Including late Neolithic hunter-gatherers and early farmers	The Roman Empire and its impact on Britain	

Year 4	
Chronological understanding	<ul style="list-style-type: none"> • I can place some historical periods in a chronological framework • I can use historic terms related to the period of study
Historical enquiry	<ul style="list-style-type: none"> • I can use sources of information in ways that go beyond simple observations to answer questions about the past
Historical interpretations:	<ul style="list-style-type: none"> • I can use a variety of resources to find out about aspects of life in the past.
Organisation and communication :	<ul style="list-style-type: none"> • I can confidently explain what I have learned in an organised and structured way, using appropriate terminology
Understanding of events, people and changes:	<ul style="list-style-type: none"> • I can use evidence to support arguments

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) Including Resistance by Alfred the Great and Athelstan, first king of England.</p> <p>I can describe Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Geography Focus</p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></p> <p><i>Democracy Architecture Language</i></p>

Year 5	
Chronological understanding	<ul style="list-style-type: none"> I can use dates to order and place events on a timeline
Historical enquiry	<ul style="list-style-type: none"> I can compare sources of information available for the study of different times in the past
Historical interpretations:	<ul style="list-style-type: none"> I can make comparisons between aspects of periods of history and the present day I can understand that the type of information available depends on the period of time studied I can evaluate the usefulness of a variety of sources
Organisation and communication :	<ul style="list-style-type: none"> I can present findings and communicate knowledge and understanding in different ways I can provide an account of a historical event based on more than one source
Understanding of events, people and changes:	<ul style="list-style-type: none"> I can use evidence to support arguments I can give some reasons for some important historical events

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	A non-European society that provides contrasts with British history - a study of Mayan civilization c. AD 900		<i>A local history study</i> a study over time tracing how several aspects of national history are reflected in the locality <i>Cheltenham Pump Rooms</i>

Year 6	
Chronological understanding	<ul style="list-style-type: none"> I can use dates to order and place events on a timeline and place these in a wider chronological framework
Historical enquiry	<ul style="list-style-type: none"> I can make confident use of a variety of sources for each independent research I can understand how our past knowledge of the past is constructed from a range of sources I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
Historical interpretations:	<ul style="list-style-type: none"> I can understand that there are varied interpretations of historical events I can understand that sources can show bias
Organisation and communication :	<ul style="list-style-type: none">
Understanding of events, people and changes:	<ul style="list-style-type: none"> can use evidence to support arguments

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these topics:</u>	Geography Focus	a study of an aspect or theme in British history that extends pupils' chronological knowledge - a significant turning point in British history, <i>The Battle of Britain and Dunkirk</i>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study <i>Ancient Egypt</i>