



Rationale: A high quality history curriculum will enable children to gain a coherent knowledge of key historical events in order to gain historical perspective of the holistic impact on the UK, and the world, and how these events shape their own future. They will explore and understand how achievements of significant individuals have contributed to our understanding of the developments of society, and learn how the world has adapted and changed over time to create our present.

<p>Intent: Through a curriculum that brings history to life, each year the children will be immersed in a period of history, developing a clear understanding of how this links to other periods and the history of our locality. To promote a love of the subject where children will ask, and find ways to answer, their own questions about the period there are studying.</p>	<p>Implementation: Children will use a range of primary and secondary historical sources, including photographs, artefacts, drawings, maps, census materials, books etc. Children will be provided with a variety of first-hand experiences, including exciting visits and visitors. Children will be encouraged to develop their questioning skills – what do I learn from this and why? Children will develop an understanding of chronology through ordering events and placing them on timelines, including chronology of different historical periods, both those in the UK and across the wider world.</p>	<p>Impact: Children will enjoy history lessons and show a love of history. Children will ask perceptive and inquisitive questions. Children will be able to make links between different cultures and ancient societies. Children will be able to discuss the impact of significant events. Children will be able to explain how the world has changed over time and why Children will be able to place events within chronological time and explain where this is in relation to other historical periods. Children will be able to identify if a source is appropriate/ accurate or reliable.</p>
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	EYFS Checkpoints	Y1		Y2		Y3	
Key concepts							
In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills. Children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.		Knowledge	skills	knowledge	skills	knowledge	skills
Historical enquiry	<p>I can talk about my past. I can order things that have happened in my life time. I know things happened before I was born.</p> <p>I can ask questions about my past.</p> <p>I find out about the past by listening to stories, and looking at videos and pictures ..</p>	<p>I know about key people and can say what they did. (Florence Nightingale, Neil Armstrong, Mary Seacole) I can say how toys / homes etc from the past are different to now. I can recall key facts around my topic.</p>	<p>I can say something I have found out using a given source. I can choose a source that matches the learning topic from a given selection. I can order events into a simple timeline.</p>	<p>I can talk about key people and say what they did and how this made a difference. (Florence Nightingale, Neil Armstrong, Mary Seacole) I can give a reason for why things have changed over time. I can talk about the topic giving facts and adding my own opinion.</p>	<p>I can think of my own questions to ask. I can combine 2 sources to answer a question. I can say which source is most helpful to answer a question. I can compare two different aspects of history giving an example of a similarity and difference.</p>	<p>I can say how people lived during key periods in history. I know that different periods of history happened in order. I know about significant events in history and the impact they had on communities. I can say how and why things have changed over time. I can use a timeline to order time periods. I know about an aspect of my local history – Zetland Lifeboat</p>	<p>I can say what I already know and what I would like to find out. I can choose from a range of sources, discounting those that do not match the task. I recognise that some sources may be untrue. I can compare and contrast different time periods, including present day. I am aware of where key events fit in relation to each other.</p>



Questions	What were you like when you were little? What was it like when Daddy was little? Can you remember ...?	Who was X and what did they do? What was life like when X was alive? How have things changed from then and now? Would X have been around when Y was alive?		What is the same about X and Y? What is different about X and Y? Did X happen before or after Y?		Which do you prefer and why? Why did this happen? What might have changed if X had happened? How did X make a difference?	
Vocabulary	Before, after, a long time ago, when you were born, when mummy was little,	past, long ago, hundreds of years..., in my x' lifetime		Modern, old fashioned, hundreds of years..., in my x' lifetime, 1900		BC, AD, century, ancestors, time period, , living memory	
Assessment Tasks	"Draw a picture of you as a baby"	"Sort the toys from the past and now" "Tell me 5 things that you know about Florence Nightingale." "How did Samuel Pepys feel during the Great Fire of London?"		"Put these houses in order from oldest to newest" "Write a day in Captain Cook's diary from his voyage" "Choose a video from the ipad to watch and make a poster about Mary Seacole".		" Choose an invention and create a comic strip that shows how it was invented – use some of the given sources to help" "How and why have lifeboats changed over time?." "Look at this picture of a Roman soldier – what does it tell you?"	
Curriculum Coverage		Ourselves – Florence Nightingale & Mary Seacole Toys through time Significant individuals: Florence Nightingale & Mary Seacole Events: Remembrance Day Changes in living memory: Toys Up in the Air - Significant individuals: Neil Armstrong The Secret Garden – Significant individuals: Queen Elizabeth II and the Royal Family Local History: Parks	Homes – Homes in the past & The Great fire of London Changes in living memory: Homes Significant individuals: S Pepys Events: Fire of London Animal Kingdom – Beatrix Potter and the history of writing Changes in living memory: Writing Significant individuals: B Potter All at sea – The History of Lighthouses and Grace Darling Local History: Seaside and Lighthouses Significant individuals: Captain Cook	Ourselves – Florence Nightingale & Mary Seacole Toys through time Significant individuals: Florence Nightingale & Mary Seacole Events: Remembrance Day Changes in living memory: Toys Up in the Air - Significant individuals: Neil Armstrong The Secret Garden – Significant individuals: Queen Elizabeth II and the Royal Family Local History: Parks	Homes – Homes in the past & The Great fire of London Changes in living memory: Homes Significant individuals: S Pepys Events: Fire of London Animal Kingdom – Beatrix Potter and the history of writing Changes in living memory: Writing Significant individuals: B Potter All at sea – The History of Lighthouses and Grace Darling Local History: Seaside and Lighthouses Significant individuals: Captain Cook	Understand changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by AngloSaxons 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 in British history that extends pupils' chronological knowledge beyond 1066 • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history)	



		Y4		Y5		Y6	
Key concepts							
		Knowledge	skills	knowledge	skills	knowledge	skills
Historical enquiry		<p>I can discuss key periods of history, outlining some key facts from the time.</p> <p>I can say why significant events happened and the impact they had on different people from the time.</p> <p>I can say how and why things have changed over time and add my own opinion.</p> <p>I know about an aspect of my local history – Zetland Lifeboat</p>	<p>I can choose the best sources to help me answer my own question.</p> <p>I can identify a biased or 'fake' source and begin to give reasons why.</p> <p>I can compare and contrast 3 pieces of historical information.</p> <p>I can use a timeline and think about the size of the intervals needed to show passing of time.</p>	<p>I know about my local history and why it is relevant to my local area – Smugglers</p> <p>I know about different civilizations through history and can compare them drawing similarities and differences.</p> <p>I have an understanding of where all of the history periods covered so far fit in relation to each other.</p> <p>I recognise the theme of conflict throughout history and can give examples.</p>	<p>I can ask and answer my own questions as part of a history study.</p> <p>I know what a primary and secondary source is.</p> <p>I can recognise if a source looks unhelpful or unreliable and give reasons why.</p> <p>I can present my historic findings creatively in a way different from the original example.</p> <p>I can use timelines confidently in a range of contexts, considering the size of the interval needed to show the passage of time.</p>	<p>I know about my local history and why it is relevant to my local area – Smugglers</p> <p>I know about different civilizations through history and can consider their impact on the western world.</p> <p>I have a secure understanding of where all of the history periods covered so far fit in relation to each other.</p> <p>I can draw upon a range of knowledge to support my understanding of a new topic.</p>	<p>I can complete an independent history study using my own line of enquiry.</p> <p>I know what primary, secondary and tertiary source are.</p> <p>I can confidently recognise when a source may be unhelpful, inaccurate, biased or false for the purpose required.</p> <p>I can find my own sources (2 or more types) to answer my own questions.</p> <p>I can construct my responses to include relevant and appropriate detail to support my enquiry.</p> <p>I understand that historical interpretation is a shifting concept depending on the information available at the time.</p>
Questions		<p>Which of these examples is the most important and why?</p> <p>Was X a successful leader?</p> <p>Do you agree with this viewpoint?</p> <p>Why did X make that choice??</p>		<p>Using the sources, can you tell me how X has changed over time?</p> <p>What might be the reason for X happening?</p> <p>What viewpoint does this source give us about X?</p>		<p>Is this source effective/ biased/ honest/ accurate and how do we know?</p> <p>Was X an effective ruler, explain?</p> <p>Where does X fit into all of the historic events we have learnt previously?</p>	
Vocabulary		<p>Ancient, specific dates, decade, <i>Specific topic vocabulary as shown on topic overviews</i></p>		<p>Continuity, chronology, era, , rule, , primary source, secondary source, specific dates</p>		<p>Tertiary source</p> <p>Bias</p> <p>Legacy</p>	



						Specific dates	
Assessment Tasks		<p>“Look at the lyrics for ‘Come Along Brave Boys’ – why was this song important to our local area?”</p> <p>“Who was more successful, the Romans or the Anglo Saxons and why?”</p> <p>“Choose three inventions and order them according to the importance of their discovery.”</p>		<p>“What were smugglers and why are they linked to our local area?”</p> <p>“Compare the worst punishment from the past with the worst punishment from today – which was most effective and why?”</p> <p>“Do you agree with evacuation during wartime? Why?”</p>		<p>Conduct your own enquiry project into an aspect of your history topic that interests you. “</p> <p>“Which ruler through time do you think was most successful/ effective, why? “</p>	
Curriculum Coverage		<p>Understand changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by AngloSaxons 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 of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Britain’s settlement by AngloSaxons 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 in British history that extends pupils’ chronological knowledge beyond 1066 • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (a significant turning point in British history)</p>	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 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 – Victorians</p>	<p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Smugglers WW2 Conflict Crime and Punishment</p>	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 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 – Victorians</p>	<p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Smugglers WW2 Conflict Crime and Punishment</p>