



History Curriculum

Intent

We teach history for at least two terms of the school year. All history topics are underpinned by a developing understanding of chronological order. We are developing the use of historical enquiry questions to help children develop the skills needed to become young historians.

Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory.

KS1 All children will be helped to develop:

- An awareness of the past, using common words and phrases relating to the passing of time.
- A knowledge of people and events throughout history. Looking at how these fit chronologically.
- A wide vocabulary of everyday historical terms.
- An understanding of similarities and difference between ways of life in different periods.
- An inquisitive mind – asking and answering questions about key features of events.
- An understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

Class 1 (EYFS, Y1 and Y2)

	<u>Focus</u>	National Curriculum Link	Key concept:
Yearly commemorations/ Anniversaries:	<p><u>Armistice Day (Local study of Langford Budville Evacuee)</u></p> <p><u>Gunpowder Plot (Guy Fawkes)</u> National Curriculum Link</p>	<p>KS1: Events beyond living memory that are significant nationally or globally</p> <p>KS1: Significant historical events, people and places in their own locality.</p> <p>KS1: Events beyond living memory that are significant nationally or globally).</p>	<p>Significance: Builds again on significance and what this means. Understand that this still effects today and is still remembered.</p> <p>Builds on the term significance and children begin to understand that some events still have an effect today.</p>
Year A Autumn term	Ourselves: Family History	KS1: Significant historical events, people and places in their own locality.	<p>Compare and contrast with today: Builds on and extends children’s understanding of the past. Beginning to form an understanding of chronology.</p>
Year A Spring term	<p>Famous People and Events: Event - Great Fire of London (Samuel Pepys)</p> <p>People (linked to transport) - Amy Johnson, Neil Armstrong, Yuri Gagarin, Wright brothers, Isambard Kingdom Brunel</p>	<p>KS1: Events beyond living memory that are significant nationally or globally</p> <p>KS1: 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</p> <p>-To understand and talk about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Compare and contrast with today Build on and extend child’s understanding of the past. What progress has been made since 1666? How are our lives different today?</p> <p>Significance Builds on the term significance and children begin to understand that some events still have an effect today. People’s actions can have a significance as they have affected others and begin to compare and make their own judgements of significant individuals.</p>
Year A Summer term	Castles and Fairy tales: Local Study – Dunster Castle + The Royal Family (Queen Elizabeth)	<p>KS1 -To understand and talk about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Compare and contrast with today Children understand the idea of chronology and how something can change over time.</p>

		-To learn about significant historical events, people and places in their own locality.	
Year B Autumn term			
Year B Spring term	Big Beasts: Mary Anning	KS1: 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. KS1: Building a wide vocabulary of everyday historical terms.	Compare and contrast with today Children continue to build understand the idea of chronology and how things can change over time. Significance Builds on the term significance and children begin to understand that some events still have an effect today.
Year B Summer term	Seaside: Victorians and Grace Darling	KS1: Aspects of life in different periods KS1: 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,	Compare and contrast with today Compare our own lives with those of others. Discuss things that have change and traditions that continue today. Significance Builds on the term significance – What makes someone significant?

Class 2 (Y3, 4, 5, 6)				
	<u>Focus</u>	KS2 National Curriculum Link	UKS2 National Curriculum Link	LKS2 National Curriculum Link
Year A Topic 1	Black History	KS2 Develop chronologically secure knowledge and understanding of British, local and world history KS2 Address and devise historically valid questions about cause KS2 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms KS2 Understand how our knowledge of the past is constructed from a range of sources	UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.

Year A Topic 2	Romans	<p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>KS2 Address and devise historically valid questions about cause</p> <p>KS2 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms</p> <p>KS2 Understand how our knowledge of the past is constructed from a range of sources</p>	<p>UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>
Year B Topic 1	Ancient Greece	<p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>KS2 Address and devise historically valid questions about cause</p> <p>KS2 Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>
Year B Topic 2	Stone Age to Iron Age	<p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>KS2 Address and devise historically valid questions about cause</p> <p>KS2 Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>
Year C Topic 1	Non-European study (Mayans)	<p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history</p>	<p>UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time.</p>	<p>LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear</p>

		<p>KS2 Address and devise historically valid questions about cause</p> <p>KS2 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms</p> <p>KS2 Understand how our knowledge of the past is constructed from a range of sources</p>	<p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>narratives within and across the periods they study. Understand overview and depth.</p>
Year C Topic 2	Theme via local history (Victorians/ WWs)	<p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>KS2 Address and devise historically valid questions about cause</p> <p>KS2 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms</p> <p>KS2 Understand how our knowledge of the past is constructed from a range of sources</p>	<p>UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>
Year D Topic 1	Ancient civilizations (Egypt)	<p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>KS2 Address and devise historically valid questions about cause</p> <p>KS2 Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>
Year D Topic 2	Anglo-Saxons,	<p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>KS2 Address and devise historically valid questions about cause</p>	<p>UKS2 Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of</p>	<p>LKS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>

		KS2 Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.	development and the complexity of specific aspects of the content.	
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Impact

At the start of each unit children will share what they already know and discuss what they want to find out. Our topic work is enquiry based and so independent research will be built in to each block of work. At the end of the unit, children will revisit their initial discussion and add their new knowledge. The children will have developed their skills and knowledge as historians specifically in the learning objectives listed in the table above. The key words listed in the Knowledge Organiser document should be familiar to all children at the end of their learning journey and will be quizzed and discussed to assess understanding.