

Curriculum Content: Key Stage 1

Subject Content:

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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals **DO WE NEED TO DIVERSIFY?** in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell
- significant historical events, people and places in their own locality

Curriculum Content: Key Stage 2

Subject Content:

Pupils should be taught about:

- continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- noting connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- 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
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
- 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300

	Year 1	GPS Links	Year 2	GPS
	All About Me! Rescue Me! Walking with Dinosaurs Space		Maybe It's Because I'm a Londoner We Could be Heroes Pirates	
Units	Fairytales Tower of London		Great Fire of London Florence Nightingale Christopher Columbus (1-2 sessions)	
Chronological understanding	<ul style="list-style-type: none"> Sequence photographs etc. from different periods of their life (Science: human body?) Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Order pictures of memories of key events in lives (Summer) Place the time studied on a time line Routines and chronology linked to the school day/year 	<p>Ask questions using question marks</p> <p>Capital letters for names of places</p>	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Describe memories of key events in lives Sequence events in their life (Science: human body?) They should know where the people and events they study fir within a chronological framework Place the time studied on a time line Use dates and terms related to the study unit and passing of time Begin using BC/AD – focusin on in R.E 	Use the language of comparison using er and est suffixes e.g. America is larger than England; London is the biggest city in the UK
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives They know and recount episodes from their learning about the past 		<ul style="list-style-type: none"> Begin to recognise why people did things, why events happened and what happened as a result Begin to identify and suggest differences between ways of life at different times 	
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Begin to compare differing opinions through fictional characters of the same event e.g. do you think the Big Bad Wolf had the same account of the Three Little Pigs as they did? 		<ul style="list-style-type: none"> Compare two versions of a past event (Summer: Christopher Columbis and the Native Americans/ indigenous) Compare pictures or photographs of people or events in the past Begin to discuss reliability of photos/ accounts/stories 	

Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 		<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	
Vocabulary	<p>Science: Maths:</p>		<p>Science: Maths:</p>	
Trips and Visitors	<p>National History Museum Tower of London</p>		<p>Museum of London Florence nightingale Museum</p>	

	Year 3	GPS	Year 4	GPS
	South America Rotten Romans Stone Age and Bronze Age		Walk Like an Egyptian Invaders (Britain's settlement by Anglo-Saxons and Scots) Extreme Earth!	
Units			Modern Egypt Somewhere to Settle Extreme Earth	
Chronological understanding	<ul style="list-style-type: none"> Understand more complex terms eg BC/AD Make comparisons between different times in the past 	<p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>Prepositions – using prepositions carefully to talk about where places are e.g. Rome is <i>in</i> Italy, Italy is <i>in</i> Europe</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<ul style="list-style-type: none"> Understand more complex terms eg BC/AD Make comparisons between different times in the past 	
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recall key dates, characters and events of time studied Find out about every day lives of people in time studied Compare with our life today Begin to identify reasons for and results of people's actions and event; evaluate significance Use evidence to reconstruct life in time studied Look for connections and contrasts in and across time studied Begin to understand reasons for changes within the time period studied Study different aspects of different people - differences between men and women, children and adults 		<ul style="list-style-type: none"> Recall key dates, characters and events of time studied Find out about every day lives of people in time studied Compare with our life today Begin to identify reasons for and results of people's actions and event; evaluate significance Use evidence to reconstruct life in time studied Look for connections and contrasts in and across time studied Begin to understand reasons for changes within the time period studied Study different aspects of different people - differences between men and women, children and adults 	
Interpretations of history	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Begin to understand and articulate the difference between fact and opinion 		<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Begin to understand and articulate the difference between fact and opinion 	
Historical enquiry	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 		<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	

Vocabulary			Egypt, Pyramid, Mummification, Sphinx, Cleopatra, Ramesses, Nile River, Hieroglyphics or hieroglyphs, Ra, Isis, Osiris (and other gods and goddesses), Pharaoh, Ankh, Archaeology, Hatshepsut, Horus, Imhotep, Tutankhamun, Scarab, Papyrus, Obelisk, Valley of the Kings, continent, dry, scorching, historic, ancient, civilisation. Howard Carter	
Trips and visitor			Visit The National Gallery to visit the Ancient Egypt exhibition.	

	Year 5	GPS	Year 6	GPS
	Ancient Greece The Space Race! Vicious Vikings and Smashing Saxons		Our Changing World/ Explorers Right or Wrong? Mexico	
Units	Modern Greece North America and Russia		Explorers Raging Rivers (geography week) Modern Mexico	
Chronological understanding	<ul style="list-style-type: none"> Sequence all previously studied time periods on a timeline Develop an understanding that time periods do not happen in isolation and can explain what other civilisations were doing at the time 		<ul style="list-style-type: none"> Sequence all previously studied time periods on a timeline Develop an understanding that time periods do not happen in isolation and can explain what other civilisations were doing at the time 	Semi-colon to in a list/ separate two clauses
Range and depth of historical knowledge	<ul style="list-style-type: none"> Identify and place key dates, characters and events of time studied Independently research and compare: <ul style="list-style-type: none"> every day lives of people in time studied an aspect of life with the same aspect in another period (e.g. housing, farming, war) beliefs, behaviour and characteristics of people, (mythology, religion) Study different aspects of different people e.g. differences between men and women. Compare and contrast other time periods studied, recognising changing views and feelings Question the validity of sources, understanding bias and representation Examine and explain cause and effect of significant events and their impact, using evidence to support their reasoning 		<ul style="list-style-type: none"> Identify and place key dates, characters and events of time studied Independently research and compare: <ul style="list-style-type: none"> every day lives of people in time studied an aspect of life with the same aspect in another period (e.g. housing, farming, war) beliefs, behaviour and characteristics of people, (mythology, religion) Study different aspects of different people e.g. differences between men and women. Compare and contrast other time periods studied, recognising changing views and feelings Question the validity of sources, understanding bias and representation Examine and explain cause and effect of significant events and their impact, using evidence to support their reasoning 	

Interpretations of history	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Securely understand and articulate the difference between fact and opinion 		<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Securely understand and articulate the difference between fact and opinion 	
Historical enquiry	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence 		<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account 	
Vocabulary			vicious, ferocious, cautious, fictitious, nutritious, infectious, malicious, gracious, conscious, repetitious, luxurious, anxious	
Trips and visitor				

