

## IMPACT

I am an historian because I understand how historical events can change and impact upon everyone's lives.

# History Curriculum

## **BIG IDEAS**

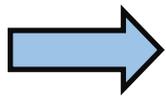


## INNOVATION

I am an historian because I investigate changes and innovations in different time periods.

## COMPARISON

I am an historian because I compare the experiences of people in the past over time.



# History Curriculum

## Order of Teaching

All the units detailed below are underpinned by the three **BIG IDEAS** in history: impact, innovation and comparison. Teachers link in the relevant skills and vocabulary, shown on the following pages, to enable children to grow and develop into confident historians over time.

In years 1, 2 and 3, new topics are launched using key texts. Within each period studied, children learn about and compare **significant events/people/places**, **historical figures**, changes and events **within** and **beyond living memory**. Examples of key figures and events are listed with each topic as starting points for teachers when planning.

<b>Cycle 1</b>	Stone Age to the Iron Age <b>Possible key figures and events:</b> Skara Brae, the discovery of bronze	Victorians <b>Possible key figures and events:</b> Queen Victoria, industrial revolution, Dr Barnardo, Isambard Kingdom Brunel, railway bridge built across River Tamar	Change ...within living memory linked to specific topic.
<b>Cycle 2</b>	Ancient Egypt <b>Possible key figures and events:</b> the River Nile, Tutankhamen	The Saxons <b>Possible key figures and events:</b> Sutton Hoo, Alfred the Great	Change ...within living memory linked to specific topic.

In years 4, 5, 6 termly topics are used to teach key history objectives. Some units are focused on significant individuals and how they have influenced the world today. These also provide opportunities to draw further links with previous learning. For example, when learning about Charles Darwin, children will need to retrieve knowledge of the Victorian era taught in years 1/2/3.

<b>Cycle 1</b>	Civilisations	Vikings	Greece
<b>Cycle 2</b>	Romans		Albert Einstein
<b>Cycle 3</b>	WW2	Charles Darwin	Cornwall in Past



# History Curriculum

## BIG IDEAS: Teaching Approaches

BIG IDEA	KS1	KS2
<b>INNOVATION</b> Continuity and Change <i>in and between periods</i>	<ul style="list-style-type: none"> <li>◇ Identify what has remained the same and what has changed in the child's personal experience.</li> <li>◇ Map out a timeline of changes within the child's living memory.</li> <li>◇ Identify ways in which lives have remained the same or changed between 'then' and 'now'.</li> </ul> <p>This topic can show continuity and change over time.</p>	<ul style="list-style-type: none"> <li>◇ Describe / make links between main events, situations and changes within and across different periods/societies</li> <li>◇ In longer overview topics, identify key aspects of life and track them throughout the topic on the class timeline; this can be linked with significance to identify which was the most significant change.</li> <li>◇ If studying a turning point, identify what changes came as a result of that turning point and how they impacted people's lives.</li> </ul>
<b>COMPARISON</b> Similarity/ Difference <i>within a period/situation (diversity)</i>	<ul style="list-style-type: none"> <li>◇ When teaching changes within living memory, identify that every person would have had different experiences and compare them.</li> <li>◇ Identify how an event beyond living memory impacted people from different parts of society (the monarch, rich land-owners, poor etc).</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use it as a vehicle to bridge between two periods of British history that follow each other e.g. compare the political structures of Iron Age Britain to the Roman Empire.</li> <li>◇ Explore how life in a Saxon kingdom would have been different for the nobles compared to those that were what we'd call peasants.</li> </ul>
<b>IMPACT</b> Significance of events/people  Cause and Consequence	<ul style="list-style-type: none"> <li>◇ Introduce the children to what significance means.</li> <li>◇ Relate it to the area of study.</li> <li>◇ All lessons should focus on an aspect of the topic that helps explain why the person/place/event is significant.</li> <li>◇ Where possible, compare two people or events to identify which was the most significant.</li> </ul> <ul style="list-style-type: none"> <li>◇ Explore what caused a significant event to take place and then the consequences of it (both positive and negative).</li> <li>◇ Identify the consequences of an achievement made by a significant individual.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Repeat steps from key Stage 1 to revisit the concept.</li> <li>◇ Children create their own criteria as to what makes something/ someone significant.</li> <li>◇ Use the concept as a means of applying knowledge from lessons into a meaningful context to demonstrate understanding.</li> <li>◇ Use it as a way in which links can be made between other subjects and history such as with significant artists, scientists or musicians.</li> </ul> <ul style="list-style-type: none"> <li>◇ Identify the push and pull factors for the groups that invaded Britain.</li> <li>◇ What caused an event to happen such as Boudicca's revolt and what were the consequences of it for the Celts and Romans.</li> <li>◇ Create a cause and consequence timeline linked to the outbreak of the First World War.</li> </ul>



# History Curriculum

## Skills Progression

Skills	Year 1	Year 2	Year 3
<b>Chronological knowledge / understanding</b>	<ul style="list-style-type: none"> <li>◇ Develop and awareness of the past</li> <li>◇ Use some common words and phrases relating to the passing of time</li> <li>◇ Sequence events in their life</li> <li>◇ Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>◇ Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use common words and phrases relating to the passing of time</li> <li>◇ Sequence artefacts closer together in time - check with reference book</li> <li>◇ Sequence photographs etc. from different periods of their life.</li> <li>◇ Describe memories of key events in lives</li> <li>◇ Know where all people/events studied fit into a chronological framework</li> <li>◇ Identify similarities/differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>◇ Place the time studied on a time line</li> <li>◇ Use dates and terms related to the study unit and passing of time</li> <li>◇ Sequence several events or artefacts</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>◇ Recognise the difference between past and present in their own and others lives</li> <li>◇ They know and recount episodes from stories about the past</li> <li>◇ Use a simple, everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognise why people did things, why events happened and what happened as a result</li> <li>◇ Identify differences between ways of life at different times</li> <li>◇ Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>◇ Find out about every day lives of people in time studied</li> <li>◇ Compare with our life today</li> <li>◇ Identify reasons for and results of people's actions</li> <li>◇ Understand why people may have wanted to do something</li> <li>◇ Develop the appropriate use of historical terms (see vocabulary list)</li> </ul>
<b>Historical Enquiry – using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>◇ Begin to understand some ways we find out about the past</li> <li>◇ Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand some ways we find out about the past</li> <li>◇ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use a range of sources to find out about a period</li> <li>◇ Observe small details – artefacts, pictures</li> <li>◇ Select and record information relevant to the study</li> <li>◇ Begin to use the library and internet for research</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>◇ Use stories to encourage children to distinguish between fact and fiction</li> <li>◇ Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>◇ Compare two versions of a past event</li> <li>◇ Compare pictures or photographs of people or events in the past</li> <li>◇ Discuss reliability of photos/ accounts/ stories</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify and give reasons for different ways in which the past is represented</li> <li>◇ Distinguish between different sources – compare different versions of the same story</li> <li>◇ Look at representations of the period – museum, cartoons etc</li> </ul>



# History Curriculum

## Skills Progression

Skills	Year 4	Year 5	Year 6
<b>Chronological knowledge/ understanding</b>	<ul style="list-style-type: none"> <li>◇ Place events from period studied on time line</li> <li>◇ Use terms related to the period and begin to date events</li> <li>◇ Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>◇ Know and sequence key events of time studied</li> <li>◇ Use relevant terms and period labels</li> <li>◇ Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>◇ Place current study on time line in relation to other studies</li> <li>◇ Use relevant dates and terms</li> <li>◇ Sequence up to 10 events on a time line</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>◇ Use evidence to reconstruct life in time studied</li> <li>◇ Identify key features and events of time studied</li> <li>◇ Look for links and effects in time studied</li> <li>◇ Offer a reasonable explanation for some events</li> <li>◇ Develop the appropriate use of historical terms (see vocabulary list)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Study different aspects of different people - differences between men and women</li> <li>◇ Examine causes and results of great events and the impact on people</li> <li>◇ Compare life in early and late 'times' studied</li> <li>◇ Compare an aspect of life with the same aspect in another period</li> <li>◇ Develop the appropriate use of historical terms (see vocabulary list)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>◇ Compare beliefs and behaviour with another time studied</li> <li>◇ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>◇ Know key dates, characters and events of time studied</li> <li>◇ Develop the appropriate use of historical terms (see vocabulary list)</li> </ul>
<b>Historical Enquiry – using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>◇ Use evidence to build up a picture of a past event</li> <li>◇ Choose relevant material to present a picture of one aspect of life in time past</li> <li>◇ Ask a variety of questions</li> <li>◇ Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>◇ Begin to identify primary and secondary sources</li> <li>◇ Use evidence to build up a picture of a past event</li> <li>◇ Select relevant sections of information</li> <li>◇ Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognise primary and secondary sources</li> <li>◇ Use a range of sources to find out about an aspect of time past</li> <li>◇ Suggest omissions and the means of finding out</li> <li>◇ Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>◇ Look at the evidence available</li> <li>◇ Begin to evaluate the usefulness of different sources</li> <li>◇ Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>◇ Compare accounts of events from different sources – fact or fiction</li> <li>◇ Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>◇ Link sources and work out how conclusions were arrived at</li> <li>◇ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>◇ Be aware that different evidence will lead to different conclusions</li> <li>◇ Confidently use the library and internet for research</li> </ul>



# History Curriculum

Vocabulary Progression: Y1 - 3

Key Historical Terms					
Agriculture	Christianity	Gods/Goddesses	Local	Nomad	Significance
Ancient	Chronology	Historian	Long ago	Oral history	Similarities/Differences
Archaeologists	Decade	Impact	Migration	Past	Slave
Artefact	Discovery	Interpretation	Monarchy	Peasant	Timeline
Century	Evidence	Invasion	Museum	Period	Wealthy
Change	Excavate	Invention	Myths and Legends	Poor	Yesterday
Church	Explorer	King/Queen	Nation	Present	

Cycle	Topic Specific Vocabulary	
<b>1</b>	<b>Stone Age to the Iron Age</b>	<b>The Victorians</b>
Key Vocabulary	Prehistory, stone age, iron age, hunter-gatherer, nomad, Paleolithic, Mesolithic, Neolithic, tribe, Neanderthal, homo sapiens, pelt, roundhouse, hillfort, domesticated	British empire, street children, Dr. Barnardo, electricity, inventions, industrialization, workhouse, gruel, chimney sweep, Charles Dickens, factory
<b>2</b>	<b>Ancient Egypt</b>	<b>The Saxons</b>
Key Vocabulary	Pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, civilisation	Angles, Saxons, Jutes, tribe, warriors, runes, kingdom, forts, settlers, Sutton Hoo, the Dark Ages, invasion



# History Curriculum

## Vocabulary Progression: Y4 - 6

The **key historical terms** should be taught throughout KS2 and across multiple topics. Teachers revisit key vocabulary from KS2 and previous year groups regularly to ensure children are confident using a range of historical vocabulary by the end of year 6.

Key Historical Terms					
AD	Conquest	Emigrant	Immigrant	Revolt	Sacrifice
Accurate	Continuity	Emperor	Influence	Parliament	Secondary Evidence
Advancements	Court	Empire	International	Point of view	Torture
BC	Crusades	Execution	Missionary	Primary Evidence	Traitor
Calendar	Dark Ages	Global	Monastery	Rebellion	Treason
Causation	Democracy	Heresy	Mono-cultural	Republic	Version
Colony	Diversity	Hypothesis	Multi-cultural	Revolt	

Cycle	Topic Specific Vocabulary		
<b>1</b>	<b>Civilisations</b>	<b>Vikings</b>	<b>Greece</b>
Key Vocabulary	Which civilization is being studied?	Viking, longboat, raids, migration, invaders/ invasion, conquer(ed), combat, longhouse, Berkerker, Danegeld, trade, Yggdrasil, runes, Pagan, Danelaw, Asgard, Valhalla, Scandinavia, figurehead, chainmail	Democracy, agora, mythology, tragedy, citizen, Parthenon, philosopher, acropolis, peplos, tunic, gods/goddesses, chariot, monarchy, tyrant
<b>2</b>	<b>Romans</b>		<b>Albert Einstein*</b>
Key Vocabulary	Centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre, Hadrian's Wall, Colosseum, fortress, mosaic Dewa (Chester)		Inventor, discovery, influence, revolutionised, theory, pacifist, science/scientist
<b>3</b>	<b>WW2</b>	<b>Charles Darwin*</b>	<b>Cornwall in the Past</b>
Key Vocabulary	Evacuee, air raid, allies, battlefield, appeasement, concentration camp, fascism, Fuhrer, holocaust, gestapo, Nazi, dictator, Adolph Hitler, ration book, air raid shelter, gas mask, Winston Churchill	Natural selection, evolution, science/scientist, theory, ancestors, fossils, Natural History Museum, journal	