



History Curriculum Plan

Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

The study of History should inspire children's curiosity about the complexities of the past to enable them to consider the present and look to the future. We use an enquiry-based approach for teaching History because we know it makes the learning focused for the children. Big Questions and appropriate art work are chosen for each historical topic, to pique children's interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved.

Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.

Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

EYFS/KS1 Vocabulary List -

yesterday	parent	year	simple	anachronism	Armstrong
tomorrow	grand parent	decade	mechanical	chronological order	travel
the present	great grand parent	century	inventions	era/period	encounter
the past	clue	ancient	homes	The Tudors	impact
the future	memory	modern	houses	The Stuarts	significant
day	lifetime	long ago	grandparents' time	The Gunpowder Plot	brave
week	calendar	timeline	the older generation	plotters	pioneer
month	Who?	date	memories	Parliament	Atlantic Ocean
long ago	What?	order	drawing	secret	America
old new/recent	materials	similar	photograph	King James	space rocket
	plastic	different	camera	Guy Fawkes	moon landing
	remember	because	detective	Catholic	investigate
		important	opinion	Protestant	research
		living memory	artefact	traitor	evidence
		remembers	When...?	treason	Why...?
		1960s	Where...?	The Great Fire of London	historians
		toys		Samuel Pepys	experts
		materials		Diary	letters
		wood		danger	newspapers
		plastic		Christopher Wren	websites
				St Paul's Cathedral	detective
				explorers	opinion
				Columbus	artefact

Lower KS2 History Vocabulary List -

Anachronism	Stone Age	Boudicca	invention
chronological order	Iron Age	Romans	archaeologist
era/period	Celts	invasion	archaeology
B.C.E (Before the Common Era) C.E (The Common Era)	Neolithic	civilisation	sources
B.C (Before Christ)	Bronze Age	Emperor Caesar	importance
	Skara Brae	republic	significance

A.D (Anno Domini)
 millennium
 thousands of years

hunter-gatherer
 religion
 spirits
 Stonehenge
 hill
 forts
 sacrifice
 Britons
 nomad/nomadic

empire
 army/soldiers
 resistance
 conquest
 revolt
 outpost
 colony
 gods/goddesses,

legacy
 impact
 effects
 reason
 change
 continuity
 this suggests...
 maybe
 perhaps
 could be
 first hand evidence
 second hand evidence,
 myths and legends
 oral history
 museum

Upper KS2 History Vocabulary List -

<p>Anachronism chronological order era/period B.C.E (Before the Common Era), C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years impact effects consequences legacy significance cause/s change</p>	<p>Stone Age Iron Age Celts Ancient civilisations Ancient Egyptians Egyptologist Ancient Greece The Ancient Greeks The Saxons The Vikings The Early Middle Ages Middle Ages The Georgians The Victorians The Industrial Revolution 20th century</p>	<p>World War I World War II trench war recruit alliance Blitz Home Front morale</p>	<p>Democracy Parliament vote suffrage Houses of Parliament represent</p>	<p>culture stereotype diversity traditional view attitudes</p>	<p>astrology astronomy codex excavate cenote</p>	<p>variety of sources different experiences this source suggests that I can infer that impression the source omits to mention the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness</p>
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continuity extent of change my conclusion is that historian archaeologist archaeology						secondary evidence could have been, might have been this source suggests that this source doesn't show that reliable could have been might have been maybe
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History is taught in a block, with a unit being covered each term. Units are planned to differentiate for all four year groups. Key skills sheets are used to track the coverage of key skills across the units. Where appropriate, a trip will be organised to enhance and inspire the learning. Where appropriate, we will include theme days and events. If possible visitors will be invited in to give expert knowledge. Our local area is steeped in history and this is made the most of when planning and teaching.

The National Curriculum

Pupils are taught:

In EYFS:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

In Key Stage 1:

- 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 in the past who have contributed to national and international achievements. Some should be used to compare aspects of

life in different periods

- Significant historical events, people and places in their own locality.

In Key Stage 2:

- 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 – 'Exeter'
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- 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.

Progression of Key Skills

Key skills

Strand	Year 1	Year 2	Year 3/4	Year 5/6
Finding Out About the Past (Enquiry)	Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life.			
	<p>Can I talk, find out about and share my experiences of the past and present?</p> <p>Can I talk about and describe artefacts from the past and present?</p> <p>Can I ask and answer questions about life for the people and artefacts?</p>	<p>Can I give reasons for and describe changes that have taken place within my experiences?</p> <p>Can I use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past?</p> <p>Can I compare aspects of the present with the past and describe simple similarities and differences?</p>	<p>By the end of year 4...</p> <p>Can I use a range of information to ask and answer questions about the past?</p> <p>Can I use interpretations, pictures and written sources to build a picture about the past?</p> <p>Can I give reasons why peoples account of the same event may be different?</p> <p>Can I talk about sources of information that contain negative views and accounts?</p> <p>Can I ask and answer questions about an archaeological site?</p>	<p>By the end of year 6...</p> <p>Can I answer questions about the past selecting information from a wide range of sources?</p> <p>Can I use appropriate terminology and methods to present information about the past?</p> <p>Can I identify different ways in which people have represented and interpreted the past?</p> <p>Can I talk about and give reasons for an event being interpreted in a range of different ways?</p> <p>Can I talk about why some written sources may give a negative view or account?</p> <p>Can I explore a range of sources of information/accounts about an archaeological site?</p> <p>Can I select, combine and present information from more than one source?</p> <p>Can I give reasons for negative views and accounts in written sources of information?</p> <p>Can I recognise some of the strengths and limitations in terms of archaeological evidence?</p>
Finding Out About the Past (Chronology)	Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods?		Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?	
	<p>Can I talk about my own life and those of people I know?</p> <p>Can I use the terms, 'now' and 'then' when I talk about my experiences?</p> <p>Can I place objects and events within my experience, in time order?</p> <p>Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year?</p>	<p>Can I talk about events, places and people beyond living memory?</p> <p>Can I place objects, people and events beyond my own experiences in time order?</p> <p>Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present?</p>	<p>Can I describe how the past has been divided into different periods of time?</p> <p>Can I explain my reasons for placing objects, people and events in a particular order?</p> <p>Can I use dates and historical terms to describe historical periods?</p> <p>Can I use the terms BC and AD to locate dates of invasion and occupation?</p>	<p>Can I describe the key characteristics and features of a range of different periods of history?</p> <p>Can I describe changes that have taken place within and across historical periods?</p> <p>Can I use historical terms effectively to describe periods within history?</p> <p>Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?</p> <p>Can I compare and contrast features of historical periods identifying similarities and differences?</p> <p>Can I describe and analyse the impact of change within and between periods in the past?</p> <p>Can I analyse and evaluate the cause and effect of changes that took place in the past?</p>

Historical Events	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]			Can I describe features of past events and make links between them?
	Can I talk about events in my life and the lives of people I know?	Can I talk about and describe, in simple terms features of events in my past, and that of members of my family?	Can I describe features of historical events beyond living memory? Can I identify common themes and features? Can I compare similar events from the present and past? Can I talk about the impact of events on the lives of the people of the time?	Can I describe a range of different features of key historical events? Can I compare and contrast events from different historical periods? Can I explain and give reasons for events in the present and past? Can I talk about the impact of events on different groups within society at that time? Can I understand and explain the reasons for, and results of, key historical events? Can I interpret and evaluate a key historical event from more than one perspective or view point? Can I support my evaluations with a range of evidence from a range of sources?
Lifestyles of People in the Past	Significant historical events, people and places in their own locality			
	Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc?	Can I talk about and describe my life? Can I talk about similarities and differences between my life and someone I know? Can I talk about my thoughts about life in the past based on first-hand experiences?	Can I compare and contrast the ways of life of people from different historical periods? Can I compare and describe features of life now and in the past beyond living memory? Can I describe and give reasons for the changes and differences in lifestyle in the past and present? Can I compare and describe the characteristics of a range of significant groups from the past?	Can I identify and describe features and characteristics of past societies? Can I compare and analyse the factors that caused change in the past? Can I talk about the impact of change on past societies, e.g. displacement due to war? Can I describe and give reasons for the beliefs held by different societies in the past? Can I compare and contrast the distinctive features of past societies?
Significant Historical People	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, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.			
	Can I talk about my own life and those of people I know? Can I use the terms, 'now' and 'then' when I talk about my experiences?	Can I talk about and describe events in the life of a well-known historical person?	Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with? Can I identify and describe key events in their life from a range of sources of information?	Can I use a range of sources of information to find out about significant historical people from a key historical period? Can I compare and contrast a range of information about a significant historical person? Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods?

In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.

Children's progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children's books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.

There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary and the expectation is that children who are ARE will spell these correctly throughout their History writing.