

## History:

### **Overview of the Marish Academy Trust History Curriculum**

In teaching children History, our intent is that they become curious and passionate historians who have the ability to think critically, debate, discuss, research and evaluate historians, historical periods of time and historical concepts and processes.

#### Breadth of Study

##### KS1

The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists, reformers, medical pioneers, or creative geniuses

- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

##### KS2

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.
  - A local history study.
  - A study of a theme in British history.
  - Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
  - Ancient Greece.
  - A non- European society that contrasts with British history chosen from:
    - \*Early Islamic Civilization, Mayan Civilization or Benin.
    - \*History of interest to pupils
- Items marked \* are not statutory.

#### Threshold concepts and skills

Investigate and interpret the past

Build an overview of world history

Understand chronology

Communicate historically

## History Skills

<p><b><u>Year 1</u></b></p> <p>Changes over time Castles in Britain Nurturing Nurses</p>	<p><b>T1: I can place known events in the order of when they happened.</b></p> <p><b>T2: I can sequence events and recount changes within living memory (chronological understanding).</b></p> <p><b>T3: I can use common words and phrases relating to the passing of time.</b></p> <p><b>T4: I can understand key features of events.</b></p> <p><b>T5: I can identify some similarities and differences between ways of life in different periods.</b></p> <p><b>T6: I can relate my own account of an event and understand that others may give a different version.</b></p> <p><b>T7: I can find answers to some simple questions about the past from simple sources of information.</b></p> <p><b>T8: I can describe some simple similarities and differences between man-made objects.</b></p> <p><b>T9: I can sort historical objects from 'then' and 'now'.</b></p> <p><b>T10: I can ask and answer relevant basic questions about the past.</b></p> <p><b>T11: I can talk, draw or write about aspects of the past.</b></p>
<p><b><u>Year 2</u></b></p> <p>The Great Fire of London The Egyptians</p>	<p><b>T1: I can show an awareness of the past, using common words and phrases relating to the passing of time.</b></p> <p><b>T2: I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.</b></p> <p><b>T3: I can use a wide vocabulary of everyday historical terms.</b></p> <p><b>T4: I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.</b></p> <p><b>T5: I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</b></p> <p><b>T6: I can describe changes within living memory and aspects of change in national life.</b></p> <p><b>T7: I can describe events beyond living memory that are significant nationally or globally.</b></p> <p><b>T8: I can discuss the lives of significant people in the past who have contributed to national and international. (Tutankhamun, Cleopatra) achievements and use some to compare aspects of life in different periods.</b></p> <p><b>T9: I can describe significant historical events, people and places locally. (Samuel Pepys)</b></p> <p><b>T10: I can speak about how I have found out about the past.</b></p> <p><b>T11: I can record what I have learned by drawing and writing.</b></p>
<p><b><u>Year 3</u></b></p> <p>The Anglo Saxon The History of Heathrow Airport (local area)</p>	<p><b>T1: I can use an increasing range of common words and phrases relating to the passing of time</b></p> <p><b>T2: I can describe memories of key events in his/her life using historical vocabulary.</b></p> <p><b>T1: I can place some historical periods in a chronological framework.</b></p> <p><b>T2: I can use sources of information in ways that go beyond simple observations to answer questions about the past.</b></p> <p><b>T3: I can explain what I have learned in an organised and structured</b></p>

<p><b>Stone Age to Iron Age</b></p>	<p>way, using appropriate terminology.  <b>T5: I can understand that sources can contradict each other.</b>  <b>T6: I can use a variety of resources to find out about aspects of life in the past (historical enquiry).</b>  <b>T6: I can describe changes in Britain from the Stone Age to the Iron Age.</b>  <b>T9: I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b>  <b>T10: I can describe Britain's settlement by Anglo-Saxons and Scots</b>  <b>T14: I can describe a local history study</b></p>
<p><b><u>Year 4</u></b></p> <p><b>The Mayans</b>  <b>Viking Raids and Invasion</b></p>	<p><b>T1: I can place some historical periods in a chronological framework.</b>  <b>T2: I can use sources of information in ways that go beyond simple observations to answer questions about the past.</b>  <b>T3: I can explain what I have learned in an organised and structured way, using appropriate terminology.</b>  <b>T4: I can use historic terms related to the period of study.</b>  <b>T5: I can understand that sources can contradict each other.</b>  <b>T6: I can use a variety of resources to find out about aspects of life in the past (historical enquiry).</b>  <b>T9: I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b>  <b>T12: I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them</b>  <b>T7: I can present findings and communicate knowledge and understanding in different ways.</b>  <b>T8: I can provide an account of a historical event based on more than one source.</b></p>
<p><b><u>Year 5</u></b></p> <p><b>The Romans in Britain</b>  <b>World Wars</b>  <b>The Victorians</b></p>	<p><b>T1: I can use dates to order and place events on a timeline.</b>  <b>T2: I can give some reasons for some important historical events.</b>  <b>T3: I can make comparisons between aspects of periods of history and the present day.</b>  <b>T4: I can understand that the type of information available depends on the period of time studied.</b>  <b>T5: I can evaluate the usefulness of a variety of sources.</b>  <b>T6: I can compare sources of information available for the study of different times in the past.</b>  <b>T7: I can present findings and communicate knowledge and understanding in different ways.</b>  <b>T8: I can provide an account of a historical event based on more than one source.</b>  <b>T1: I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.</b>  <b>T7: I can describe the Roman Empire and its impact on Britain.</b>  <b>T11: I can describe a study of an aspect or theme in British history beyond 1066</b>  <b>T16: I can use evidence to support arguments.</b></p>
<p><b><u>Year 6</u></b></p>	<p><b>T1: I can describe a chronologically secure knowledge and</b></p>

<p><b>Ancient Greece</b>  <b>Early Islamic</b>  <b>Civilisation</b></p>	<p><b>understanding of British, local and world history, establishing clear narratives within and across periods.</b></p> <p><b>T2: I can note connections, contrasts and trends over time and show some use of historical terms.</b></p> <p><b>T3: I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</b></p> <p><b>T4: I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</b></p> <p><b>T5: I can understand how our knowledge of the past is constructed from a range of sources.</b></p> <p><b>T6: I can make confident use of a variety of sources for independent research</b></p> <p><b>T13: I can describe a study of Ancient Greek life and achievements and their influence on the western world.</b></p> <p><b>T15: I can describe a non European society that provides contrasts with British History</b></p> <p><b>T16: I can use evidence to support arguments</b></p> <p><b>T12: I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them</b></p>
---	--