

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.

Investigate and interpret the past

Threshold concepts and skills

Communicate historically

Build an overview of world history

Understand Chronology

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for History are taken from Understanding the World.

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

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.

Birth to three History Skills

Understanding the World

T1 Make connections between the features of their family and other families.

T2 Notice differences between people.

Personal, Social and Emotional

T3 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

Nursery History Skills

Understanding the World

T1 Begin to make sense of their own life-story and family's history.

Reception History Skills

Understanding the World

T1 Comment on images of familiar situations in the past.

T2 Compare and contrast characters from stories, including figures from the past.

ELG: Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1 History Skills

Changes over time Nurturing Nurses

Castles in Britain

- T1: I can place known events in the order of when they happened.
- T2: I can sequence events and recount changes within living memory (chronological understanding).
- T3: I can use common words and phrases relating to the passing of time.
- T4: I can understand key features of events.
- T5: I can identify some similarities and differences between ways of life in different periods.
- T6: I can relate my own account of an event and understand that others may give a different version.
- T7: I can find answers to some simple questions about the past from simple sources of information.
- T8: I can describe some simple similarities and differences between man-made objects.
- T9: I can sort historical objects from 'then' and 'now'.
- T10: I can ask and answer relevant basic questions about the past.
- T11: I can talk, draw or write about aspects of the past.

Year 2 History Skills

The Great Fire of London

The

Egyptians

T1: I can show an awareness of the past, using common words and phrases relating to the passing of time.

T2: I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.

T3: I can use a wide vocabulary of everyday historical terms.

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.

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.

T6: I can describe changes within living memory and aspects of change in national life.

T7: I can describe events beyond living memory that are significant nationally or globally.

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.

T9: I can describe significant historical events, people and places locally. (Samuel Pepys)

T10: I can speak about how I have found out about the past.

T11: I can record what I have learned by drawing and writing.

Year 3 History Skills

The Anglo Saxons

Heathrow Airport(local) The Stone Age to Iron Age

T1: I can use an increasing range of common words and phrases relating to the passing of time

T2: I can describe memories of key events in his/her life using historical vocabulary.

T1: I can place some historical periods in a chronological framework.

T2: I can use sources of information in ways that go beyond simple observations to answer questions about the past.

T3: I can explain what I have learned in an organised and structured way, using appropriate terminology.

T5: I can understand that sources can contradict each other.

T6: I can use a variety of resources to find out about aspects of life in the past (historical enquiry).

T6: I can describe changes in Britain from the Stone Age to the Iron Age.

T9: I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

T10: I can describe Britain's settlement by Anglo-Saxons and Scots

T14: I can describe a local history study

Year 4 History Skills

The Mayans

Viking Raids and Invasion

T1: I can place some historical periods in a chronological framework.

T2: I can use sources of information in ways that go beyond simple observations to answer questions about the past.

T3: I can explain what I have learned in an organised and structured way, using appropriate terminology.

T4: I can use historic terms related to the period of study.

T5: I can understand that sources can contradict each other.

T6: I can use a variety of resources to find out about aspects of life in the past (historical enquiry).

T9: I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

T12: I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them

T7: I can present findings and communicate knowledge and understanding in different ways.

T8: I can provide an account of a historical event based on more than one source.

Year 5 History Skills

The Romans in Britain

The Victorians

World Wars

T1: I can use dates to order and place events on a timeline.

T2: I can give some reasons for some important historical events.

T3: I can make comparisons between aspects of periods of history and the present day.

T4: I can understand that the type of information available depends on the period of time studied.

T5: I can evaluate the usefulness of a variety of sources.

T6: I can compare sources of information available for the study of different times in the past.

T7: I can present findings and communicate knowledge and understanding in different ways.

T8: I can provide an account of a historical event based on more than one source.

T1: I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.

T7: I can describe the Roman Empire and its impact on Britain.

T11: I can describe a study of an aspect or theme in British history beyond 1066

T16: I can use evidence to support arguments.

Year 6 History Skills

Ancient Greece Civilisation

Early Islamic

T1: I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.

T2: I can note connections, contrasts and trends over time and show some use of historical terms.

T3: I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

T4: I can construct informed responses that involve thoughtful selection and organisation of relevant historical information

T5: I can understand how our knowledge of the past is constructed from a range of sources.

T6: I can make confident use of a variety of sources for independent research

T13: I can describe a study of Ancient Greek life and achievements and their influence on the western world.

T15: I can describe a non European society that provides contrasts with British History

T16: I can use evidence to support arguments

T12: I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them