

History Curriculum Intention

To teach and inspire children to have a chronologically secure knowledge of history, the skills needed for historical enquiry, and the capital to contrast and discuss significant people and events in British and World History, in preparation for adult life.

	Intent	Implementation	Impact
<p>In KS1, children will explore history through gaining knowledge of key significant people throughout a variety of time periods. This would include two leaders of countries</p> <p>The children will begin to look at a period of local history.</p>	<p>In Year 1- The children will learn about significant people linked to their themes. They will study the life and achievements of these significant figures and will make simple comparisons between them.</p> <p>They will begin to make comparisons between life 'then' and life today.</p>	<p>Samuel Pepys and the Great Fire of London A study of a significant event (the great fire of London) through this significant figure. Children will gain an understanding of how we know about the past and how his diary gave us a valuable source of evidence.</p> <ul style="list-style-type: none"> ➤ Daily life of Samuel Pepys and people at that time. ➤ Timeline of the Great Fire. ➤ Impact of Fire and rebuilding. ➤ Impact on Britain today. <p>Wright Brothers A study of two significant figures and the significant events of flight.</p> <ul style="list-style-type: none"> ➤ To learn key information and dates about the Wright Brothers. ➤ To know the process of the events that led up the first flight. ➤ To know key developments after the first flight (after first flight to second attempt) ➤ To know the impact of the first flight on modern day. <p>Queen Elizabeth II Study of a significant figure from past to present, the importance of her and her family's role within the UK and the impact her coronation had on people in the past. Children will identify</p> <ul style="list-style-type: none"> ➤ Royal lineage ➤ Royal living quarters ➤ Countries of the Commonwealth 	<ul style="list-style-type: none"> ✓ Sequence the story of a significant historical figure ✓ Use a range of sources to find out characteristic features of the past ✓ Use simple vocabulary to describe the passing of time ✓ Use simple source material to answer questions about an event beyond living memory ✓ Describe why a significant individual acted the way they did.
	<p>In Year 2- The children will look at different historical periods and people linked to British History, including one local study.</p> <p>Children will begin to look at significant people and</p>	<p>William the Conqueror Children will gain an understanding of the life of William the Conqueror and the role he played in the Battle of Hastings.</p> <ul style="list-style-type: none"> ➤ Order the events that led up the battle ➤ Battle of Hastings ➤ Bayeux tapestry as a source of evidence ➤ The doomsday book and its primary use. 	<ul style="list-style-type: none"> ✓ Sequence events or objects from a period of history in chronological order. ✓ Act and respond to questions about the past

	<p>their role in key historical events, including explorers</p>	<p>Robert Scott and the Antarctic A study of significant people and events that led up to two failed attempts by Robert Scott.</p> <ul style="list-style-type: none"> ➤ To know what caused the first expedition to fail. ➤ To know of the race to the South Pole involving Robert Scott and Roald Amundsen. ➤ To know the circumstances around Robert Scott's death. <p>Neil Armstrong A study of a significant person (Neil Armstrong) and the events that led up to the first landing on the moon.</p> <ul style="list-style-type: none"> ➤ Timeline of Space Exploration ➤ First man and first women in space ➤ Life achievements of Neil Armstrong ➤ Specific Apollo 11 Mission ➤ Impact on modern day 	<ul style="list-style-type: none"> ✓ to ask and answer questions related to different sources and objects ✓ Compare pictures or photos of people or events in the past. ✓ Use further terms associated with the past- ✓ Describe how their own life is different from past generations
<p>In KS2, the children will secure in-depth knowledge and understanding of British and World time periods through exploring: chronologically ordered events, significant people whilst comparing and contrasting specific aspects of the time periods.</p> <p>Each KS2 year group will start by studying an early civilization and will eventually move towards more recent periods in history that link to</p>	<p>In Year 3, the children start to explore significant periods in chronological order, starting with the stone age.</p> <p>The children will learn about family, everyday life and work in different times, and compare and contrast them whilst looking at links to other communities/countries</p> <p>They will continue to develop their knowledge of historical vocabulary and significant people.</p>	<p>Stone Age: Children will study the earliest civilization- the stone age. They will explore how early man changed throughout this period and will know the difference between Neanderthals and Homosapiens.</p> <ul style="list-style-type: none"> ➤ Distinguish between Paleolithic, Mesolithic and Neolithic stone ages. ➤ Ask questions and find answers about how the first humans travelled to the UK and where they came from. <p>Study and compare the everyday life of stone age people:</p> <ul style="list-style-type: none"> ➤ Tools ➤ Settlements ➤ Jewelry ➤ Clothes ➤ Monuments ➤ Hunting <p>Roman Invasion of Britain Children will study how the Roman Empire came to invade Britain. The Roman occupation of Britain and its eventual collapse.</p> <ul style="list-style-type: none"> ➤ To know Roman expansion into Britain. ➤ Invasion routes 	<ul style="list-style-type: none"> ✓ Show a developing understanding of chronology- order events of time studied on a timeline, using key dates. ✓ Find out about everyday lives of people in time studied compare with our life today. ✓ Research what life was like in a given time period and present their findings ✓ Respond to questions, begin to give reasons for, and results of, the main events and changes. ✓ Look at representations of the period – museum, cartoons etc

<p>both the wider world and local history within Britain.</p>		<ul style="list-style-type: none"> ➤ Rebellion by Boudicca ➤ Collapse of the Roman Empire <p>Victorian Inventions</p> <p>This unit starts with a short introduction to the Victorian era, to be studied in more depth in year 6. The children will know who the Victorians were and when they were around. There will be a focus on Victorian inventions.</p> <ul style="list-style-type: none"> ➤ Time line of key inventions during the Victorian era ➤ Detailed study of the invention of the postage stamp ➤ Detailed study of the invention of the Penny Farthing Bicycle ➤ Looking at how Victorian inventions impacted on Britain 	
	<p>In year 4, Children will create timelines, ordering events in chronological order.</p> <p>They will begin to answer questions about the past which go beyond simple observations and will begin to choose the best way to record a range of historical information</p> <p>They will explain the impact of a significant historical figure or event on life in Britain and the wider world.</p>	<p>Ancient Greeks:</p> <p>The focus within this historical era will look closely at the two cities of Athens and Sparta. Making comparisons between daily life and their achievements both architecturally and in military.</p> <ul style="list-style-type: none"> ➤ Brief timeline of Ancient Greece Civilization ➤ Peloponnesian War and other conflicts. <p>Native Americans:</p> <p>Study the early settlers in North America, study in depth two Native Tribes: Cherokee and the Inuit's, making comparisons through their daily life. Children will gain an understanding of the role the Christopher Columbus played within this period of history.</p> <ul style="list-style-type: none"> ➤ Timeline of European discovery of America ➤ Study of Cherokee tribe and their way of life ➤ The study of Inuit tribe and their way of life ➤ Compare and contrast both tribes ➤ Impact of European settlers ➤ Importance of artefacts as a source of evidence <p>Anglo Saxons:</p> <p>Find dates of significant events in the period of history between AD 410 and 1066. Order chronologically to produce a timeline.</p> <p>Children will explore the everyday life of Anglo-Saxon settlers:</p> <ul style="list-style-type: none"> ➤ homes farming, food, clothing ➤ hierarchy within a kingdom, ➤ crime and punishment, 	<ul style="list-style-type: none"> ✓ Children can order and recall events on a timeline, use terms related to the period and understand more complex terms eg BC/AD ✓ Show a developing understanding of chronology by the realisation that the past can be divided into different periods of time ✓ Children can talk about and name relevant significant people. ✓ Recognise similarities and differences between periods. ✓ Use sources of information that go beyond simple observations to answer questions about the past.

		<ul style="list-style-type: none"> ➤ beliefs, customs, ➤ fighting, battles, war <p>Children will research information about the first Viking invasions of Britain, developing independent enquiry. Begin to answer more complex questions through independent research: 'Who were the Vikings? Where did they come from?' Children will learn about a significant figure: King Alfred the great. Gaining a knowledge of his victory against the Vikings.</p>	
	<p>In year 5, the children will first learn about the achievements of one of the earliest civilizations and study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Children will study significant people and events, making informed responses and conducting independent enquiries.</p> <p>Children will link events from periods studied to changes or developments in contemporary society,</p> <p>In year 5, there will be a greater independence on children choosing their own source materials, ways to present learning and independent gathering of evidence.</p>	<p>Ancient Egypt Children will learn about the achievements of one of the earliest civilizations, through the study of ancient Egypt. Children will know who the Egyptians were, why they settled where they did and how they became well established through the study of:</p> <ul style="list-style-type: none"> ➤ evidence from artefacts, ➤ importance of River Nile ➤ everyday life, beliefs and customs ➤ life of Ramesses ➤ timeline of Pharaohs <p>Tudors: To study a key British period and the important leaders within this family. Children will learn about the events that led the Tudor family to the throne and their achievements during their reign. Specifically studying Henry VIII as a significant figure.</p> <ul style="list-style-type: none"> ➤ Study battle of Bosworth ➤ Timeline of key events during the Tudor reign ➤ Tudor lineage ➤ Explore Tudor lifestyle making comparisons between rich and poor ➤ The establishment of the Church of England ➤ Henry VIII as a King <p>Coal mining and the industrial revolution Children will gain a knowledge of coal mining during the industrial revolution. In year 4 children get a brief introduction to the Victorians, followed in year 5 by looking at Britain's industry just before and during the industrial revolution and in year 6 a study of Victorian daily life.</p> <ul style="list-style-type: none"> ➤ Study how coal was mined and how this evolved 	<ul style="list-style-type: none"> ✓ Place current study on time line in relation to other studies know and sequence key events of time studied. ✓ Use relevant terms and periods labels. ✓ Children can talk about and name relevant significant people. They can explain what impact these people had on the time period studied. ✓ Examine causes and results of great events and the impact on people ✓ Compare life in early and late 'times' studied ✓ Select relevant sections of information Use the library and internet for research with increasing confidence ✓ Compare accounts of events from different sources. Fact or fiction

		<ul style="list-style-type: none"> ➤ Understand why coal was important at this time ➤ Know what working conditions were like and how these were improved with the invention of the Davy Lamp ➤ Study a significant event- Oaks Colliery Disaster ➤ Study a significant event- miners' strike ➤ Coal mining and children ➤ Coal mining within local area (Featherstone) 	
	<p>In year 6, the children will create, from memory, a timeline from dates/details/eras.</p> <p>They will continue to extend their chronological knowledge of British history beyond 1066 and will also learn about a non-European society</p> <p>Year 6 children will move on to describe the negative or positive impact of a period of history on contemporary society.</p> <p>Children will select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.</p>	<p>The Mayans During their study of the Mayans, the children will place the events of the Aztec empire on a timeline alongside the events of the wider world during the same period. Children will know where the Aztecs came from and why they settled where they did.</p> <ul style="list-style-type: none"> ➤ Study the city of Tenochtitlan and its origins. ➤ Aztec beliefs in many gods who controlled and influenced much of their daily life. ➤ Aztec daily life and the hierarchy of roles. ➤ The fall of the Aztec empire. <p>Victorians Children: A specific focus on children in the Victorian times, studying their daily life, comparing rich and poor and understanding evidence we have about this time period.</p> <ul style="list-style-type: none"> ➤ Timeline of key events ➤ Royal lineage of Queen Victoria ➤ Life for rich and poor children during Victorian era ➤ Specific improvements made for conditions of poor children ➤ Study and compare a Victorian classroom to modern day <p>WW2: WW2 from the aspect of leaders at that time and WW2 from a local perspective</p> <ul style="list-style-type: none"> ➤ Study the difference between Allied and Axis Leaders ➤ Timeline WW2 in relation to other time frames ➤ Study impact and influence of key leaders ➤ Evaluate the reliability of sources of evidence 	<ul style="list-style-type: none"> ✓ Know key dates, characters and events of time studied. ✓ Use this to describe characteristic features of past societies and periods ✓ Show factual knowledge and understanding of aspects of the history of Britain and the wider world. ✓ Communicate knowledge and understanding while giving their point of view ✓ Bring knowledge gathered from several sources together in a fluent account. ✓ Link sources and work out how conclusions were arrived at.

