



# History

# Curriculum

2020-21

Northbourne CE Primary School  
Cockcroft Road,  
Didcot  
OX11 8LJ

# History Curriculum

*'A people without the knowledge of their past history, origin and culture is like a tree without roots'*

*Marcus Garvey*

Our History curriculum aims to inspire children's curiosity and encourage critical thinking about the past. Through the analysis of evidence and evaluation of a range of sources, pupils will ask questions about the past, and consider how human mistakes, experiences and achievements have shaped our world and impacted the way we live today. The curriculum will help pupils to gain an understanding of their place in the world using social, political, cultural and economic events which has built our history.

We will examine the children's own personal history, and develop their sense of chronology throughout the study of topics through EYFS, Key Stages 1 and 2. Our curriculum will immerse pupils in historical study through high quality teaching, inspirational trips and knowledgeable visitors.

## 1. The structure of our History curriculum

As our class structure (phases of 3 mixed age classes of children in two year groups each) means topics are taught on a two-year cycle, it is not possible for History to be taught purely chronologically. To ensure that, within our curriculum, pupils develop key knowledge which is coherent and builds on what pupils have learned before, topics are organized into strands which children build on as they move through the school.

	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
History of Britain	Changes within living memory through the context of family lives and the life of David Attenborough  Great Fire of London	Stone Age Romans Anglo-Saxons, Scots and Vikings	Victorians World War II
Monarchy	Stuarts  Queen Elizabeth II	Tudors	Victorians
Ancient civilisations		Egypt	Greece
World History			The Mayans The Space Race
Local History	Castles	Tudors	World War II

In Key Stage One, pupils' learning focuses on the recent past by looking through the lens of their own life, those of their family members and a famous person (David Attenborough). A key focus for Lower Key Stage Two is then the making of Britain, starting with the Stone Age and moving on to look at the impact of the Invaders and Settlers. In Y5 and 6, pupils

then look at the events and lives which have shaped Modern Britain – the Victorian era and World War II. The focus on how Britain was shaped across both Key Stages runs parallel to a focus on three key monarchs and some key events in History in the local area. In Key Stage Two, pupils consider the legacy, impact and significance of the ancient civilisations of Egypt and Greece, building on their learning about Ancient Rome. In Upper Key Stage Two, pupils broaden their understanding further by looking at more recent world history through studying the Mayans and the Space Race between America and Russia.

Using these themes ensures teaching builds on prior knowledge by referencing the learning which pupils have completed previously. As a result, pupils develop understanding of chronology, links between historical events, and cause-and-effect.

## 2. Teaching of History

As far as possible, History is taught in a cross-curricular way. Historical knowledge is deepened through the use of History as a context for learning in other subjects, especially, where links are appropriate and meaningful, in Reading and Writing; however, this does not weaken the focus on the development of historical skills and disciplinary knowledge which remain the focus of teaching within a 'History' lesson.

History is not timetabled to be taught every term; instead, it is blocked across the year. This allows longer time to be given to History in the terms it is taught, enabling knowledge to be deepened and topics explored in more depth than would otherwise be the case.

Units of work always start with teachers putting the new historical period into context, drawing on learning that has come before. This is intended to ensure learning is more meaningful, pupils develop the skills needed to make links and draw comparisons, and chronological understanding is strengthened. Topics are then themed around a 'big question'; for example, *Romans: Wise Wanderers or Evil Invaders?* Work that pupils complete within a topic builds towards them being able to discuss this question, drawing on the knowledge that they have developed. To secure challenge for all pupils during teaching, Bloom's Taxonomy is used as a rough framework to guide medium-term planning; typically, sequences of lessons start with pupils learning and understanding key facts and concepts, then moving on to applying their understanding and evaluating what they have learned by, for example, creating work to reflect their understanding. This approach ensures that pupils are challenged to move beyond the learning of facts to using their knowledge in more sophisticated ways.

## 3. Key historical concepts

Teachers ensure that some key themes which it is important for children to understand are returned to and discussed repeatedly throughout the History curriculum. These are:

- Democracy (including monarchy and parliament)
- Equality and inequality
- Empire and invasion
- War and conflict
- Civilization and settlement

These concepts are key for pupils to understand in order for them to start to grasp some of the bigger recurring themes and issues which run throughout history, and we aim for children to understand a range of aspects of these by the end of their time at primary school.

## 4. Historical skills

In addition to these concepts, we aim to ensure children develop a range of skills essential to them in the study of History. These fall into three broad groups:

- **Chronological understanding:**
  - ✓ Historical perspective (difference between short- and long-term timescales)
  - ✓ Relationships between different periods of time
- **Interpreting knowledge:**
  - ✓ Making connections
  - ✓ Comparing and contrasting, and identifying what is the same and what is different
  - ✓ Determining significance
- **Historical enquiry**
  - ✓ Using and evaluating evidence
  - ✓ Asking historically valid questions
  - ✓ Creating own accounts

## 5. Progression in skills

Whilst not an exhaustive list, the table shows some of the ways the key skills of historical understanding are planned to develop as a child moves through school.

	Key Stage One	Lower Key Stage Two	Upper Key Stage One
Chronological understanding	<p>Can they put up to three objects in chronological order (recent history)?</p> <p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they recognise that a story that is read to them may have happened a long time ago?</p> <p>Do they know that some objects belonged to the past?</p> <p>Can they retell a familiar story set in the past?</p> <p><b>Challenge</b></p> <p>Can they put up to five objects/events in chronological order (recent history)?</p> <p>Can they use words and phrases like: before I was born, when I was younger?</p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p> <p>Can they sequence a set of objects in chronological order and give reasons for their order?</p> <p>Can they sequence events about their own life?</p>	<p>Can they describe events and periods using the words: BC, AD and decade?</p> <p>Can they describe events from the past using dates when things happened?</p> <p>Can they describe events and periods using the words: ancient and century?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p><b>Challenge</b> Can they set out on a timeline, within a given period, what special events took place?</p> <p>Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p> <p>Can they plot recent history on a timeline using centuries?</p> <p>Can they place periods of history on a timeline showing periods of time?</p> <p>Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>	<p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline with different time periods outline which show different information, such as, periods of history, when famous people lived, etc.?</p> <p><b>Challenge</b></p> <p>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p><b>Challenge</b></p> <p>Do they appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them?</p>

## History Curriculum

Interpreting knowledge	<p>Can they explain how they have changed since they were born?</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p> <p>Can they begin to identify the main differences between old and new objects?</p> <p>Can they identify objects from the past, such as vinyl records?</p> <p><b>Challenge</b></p> <p>Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</p> <p>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p> <p>Can they explain how their local area was different in the past?</p> <p>Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can they explain what is meant by a parliament?</p> <p>Can they give examples of things that are different in their life from that of a long time ago in a specific period of history?</p>	<p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>Can they begin to picture what life would have been like for the early settlers?</p> <p>Can they recognise that Britain has been invaded by several different groups over time?</p> <p>Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>Can they suggest why certain events happened as they did in history?</p> <p>Can they suggest why certain people acted as they did in history?</p> <p><b>Challenge</b></p> <p>Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</p> <p>Do they have an appreciation that wars start for specific reasons and can last for a very long time?</p> <p>Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</p> <p>Can they explain how events from the past have helped shape our lives?</p> <p>Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>Can they create historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Can they recognise that people's way of life in the past was dictated by the work they did? E.g. food, education, homes</p>	<p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Do they have a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'?</p> <p><b>Challenge</b></p> <p>Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?</p> <p>Can they suggest relationships between causes in history?</p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/changes and continuity between different periods of history?</p> <p>Can they understand historical concepts such as continuity and change, cause and consequence, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses?</p> <p>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>Can they trace the main events that define Britain's journey from a mono to a multicultural society?</p>
------------------------	--	---	--

## History Curriculum

Historical Enquiry	Can they ask and answer questions about old and new objects?	Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can they test out a hypothesis in order to answer a question?
	Can they spot old and new things in a picture?	Can they use various sources of evidence to answer questions?	Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?
	Can they answer questions using an artefact/ photograph provided?	Can they use various sources to piece together information about a period in history?	Can they understand historical concepts such as continuity and change, cause and consequence, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses?
	Can they give a plausible explanation about what an object was used for in the past?	Can they research a specific event from the past?	<b>Challenge</b>
	<b>Challenge</b>	Can they use their 'information finding' skills in writing to help them write about historical information?	Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
	Can they answer questions using a range of artefacts/ photographs provided?	Can they, through research, identify similarities and differences between given periods in history?	Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
	Can they find out more about a famous person from the past and carry out some research on him or her?	Can they address and historically valid questions about change, cause, similarity and difference, and significance?	Can they identify and explain their understanding of propaganda?
	Can they find out something about the past by talking to an older person?	Can they construct informed responses that involve thoughtful selection and organisation of relevant historical information?	Can they describe a key event from Britain's past using a range of evidence from different sources?
	Can they answer questions by using a specific source, such as an information book?	<b>Challenge</b>	Can they suggest why there may be different interpretations of events?
	Can they research the life of a famous Briton from the past using different resources to help them?	Can they begin to use more than one source of information to bring together a conclusion about an historical event?	Can they suggest why certain events, people and changes might be seen as more significant than others?
Can they research about a famous event that happens in Britain and why it has been happening for some time?	Can they use specific search engines on the Internet to help them find information?	Can they pose and answer their own historical questions?	
Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	Can they research two versions of an event and say how they differ?		
Can they say at least two ways they can find out about the past, for example using books and the internet?	Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?		
Can they explain why eye-witness accounts may vary?	Can they give more than one reason to support an historical argument?		
Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?	Do they understand historical concepts of similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, and create historically-valid questions?		
	Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?		
	Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?		