



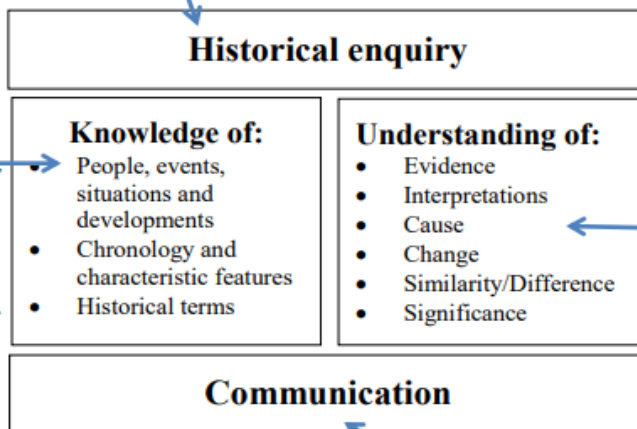
History Curriculum



Growing Together in Faith, Love and Learning...

Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

Always include objectives for building knowledge of all the aspects shown here. This "Now knowledge" will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen "hereafter knowledge". (See page 2 above)



Within any sequence of lessons, always include objectives for developing pupils' understanding of (usually) one or two of the listed elements. Your selection and precise focus for this will be reflected in the key question. (See "historical enquiry").

Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically-grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity, difference** and **significance**, 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
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	Key Concepts	Explanation
History	1. Chronological knowledge and understanding	Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.
	2. Historical terms	This is the vocabulary of historical learning. This includes language used to describe the passage of time (before, after, past, present, etc) or language connected to the measurement of time (days, centuries, millennia etc.) Children must also learn and understand terminology such as invade, civilization etc.
	3. Historical enquiry	Historical enquiry is the process by which students use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.
	4. Interpreting ideas	This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth.
	5. Historical Perspective	This concept is about childing placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
	6a. Continuity and change	There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.
	6b. Cause and consequence	This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.
	6c. Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of experience.
	6d. Significant events and people	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

History Overview



	Autumn		Spring		Summer	
Reception	<p>Marvellous me.</p>	<p>Party Time!</p>	<p>Traditional Tales</p>	<p>Feathers and Fur</p>	<p>In the Deep</p>	<p>All Around the World.</p>
Year 1	<p>All about me</p>				<p>To Boldly Go!</p>	
Year 2	<p>The Great Fire of London</p>				<p>Billy Boston</p>	
Year 3	<p>The Stone Age</p>				<p>Down the Mine!</p>	
Year 4	<p>Roman Rule of Britain</p>				<p>The Ancient Egyptians</p>	
Year 5	<p>The Viking</p>				<p>The Ancient Greeks</p>	
Year 6	<p>The Victorians</p>				<p>The Maya</p>	

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Year 1	<p>All about me</p> <p>Changes within living memory</p>				<p>To Boldly Go!</p> <p>Lives of significant individuals and significant events in their own locality</p>	
Year 2	<p>The Great Fire of London</p> <p>Significant historical events</p>				<p>Billy Boston</p> <p>Lives of significant individuals Who have contributed to national achievements</p> <p>Significant historical events, people in their own locality</p>	
Year 3	<p>The Stone Age</p> <p>Changes in Britain from Stone Age to Iron Age</p>				<p>Down the Mine!</p> <p>A local history study</p>	
Year 4	<p>Roman Rule of Britain</p> <p>The Roman Empire and the impact on Britain</p>				<p>The Ancient Egyptians</p> <p>The achievements of an early civilisation</p>	
Year 5	<p>The Viking</p> <p>Viking and Anglo Saxons struggle and settlement in the kingdom of England</p>				<p>The Ancient Greeks</p> <p>The Ancient Greeks</p>	
Year 6	<p>The Victorians</p> <p>A study of an aspect or theme in British history beyond 1066</p>				<p>The Mayans</p> <p>Study of Non-European society</p>	