



# HISTORY CURRICULUM

# History Overview

## **INTENT**

### Rationale

**By capturing the imagination of young minds in our History Curriculum, we will enable children to know about the best that has been thought, said, done, and written.**

The BOLD curriculum provides opportunities to ignite curiosity and enthusiasm to be a historian, enabling pupils to develop skills, knowledge, talents and passion for history, encouraging resilience, appreciation and respect in the field. We will achieve this through our long term scheme of work, the knowledge organisers for each topic, and adventure learning teaching. In school, we explain that the second something is in the past, it becomes part of history. The past is made up of all the time and events that have already gone by. The organisation of history helps us to place it in order. We explain that the things that have happened in the past can be seen as pages in a book. These pages are grouped into chapters based on when and where they took place. All of these chapters are put together into a book of history. To help children understand chronology, we study more child-centred themes and chapters of history that the children can make sense of linked to their own lives. Eventually, we widen our focus and look at the development of ideas to show how things have changed and developed over time.

By understanding our past and where we came from, we hope to better understand where we are now and even decide about what might happen in the future.

### **Children need to understand:**

1. History is studied by historians
2. There are different sources of evidence – primary and secondary
3. History is an interpretation of the past based on the artefacts, evidence and information available.

### **Our curriculum**

Our curriculum ensures that children understand changes within living memory; events beyond living memory that are significant locally, nationally or globally e.g. the Great Fire of London; the lives of significant individuals in the past who have contributed to national and international achievements. We study topics and themes across time, ensuring that children have a clear understanding of change and development, rather than periods of time in isolation. This also supports children developing an understanding of chronology. There are many other opportunities for incidental history to be taught through other curriculum areas and links. Our curriculum is structured progressively to help children: **investigate and interpret the past; build an overview of world history; understand chronology; and communicate historically.**

## **IMPLEMENTATION**

Each year, pupils study a history topic that builds on their previous learning, skills and experiences.  
Cross-curricular links enable pupils to develop a schema of understanding including vital historical concepts.

| HISTORY TOPICS   |                                 |                                 |  |  |  |  |
|--|---------------------------------|---------------------------------|--|--|--|--|
| EYFS   | Year 1                          | Year 2                          | Year 3                                 | Year 4                                       | Year 5                                 | Year 6   |
| Autumn:<br>Growing<br>and<br>changing<br><br>Spring:<br>Special<br>times<br><br>Summer:<br>Ourselves | Autumn:<br>The Story<br>of Toys | Autumn:<br>Victorian<br>Britain | Autumn:<br>The history<br>of chocolate | Autumn:<br>Medicine,<br>Rites and<br>Rituals | Autumn:<br>Invaders<br>and<br>Settlers | Autumn:<br>Conflict<br><br>Summer:<br>Law, society,<br>crime and<br>punishment |

# EYFS

In Early Years, children learn about history through 'Knowledge and Understanding of the World'. Understanding of the world develops as children take notice of everything around them including places and all things within them, such as trees in the natural environment and roads and traffic in the built environment. Throughout the year, children experience the outdoors, the school and local environment as well as the weather. Children learn to compare living things and features about their environment to those that they see elsewhere – asking questions and making observations. Much of children's learning is rooted in stories, where their understanding is anchored.

## Key Stage 1

| To investigate and interpret the past | <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been presented.</p>    |
|---------------------------------------|---|
| To build an overview of world history | <p>Describe historical events.</p> <p>Describe significant people from the past</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>   |
| To understand chronology              | <p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives, using dates where appropriate.</p>  |
| To communicate historically           | <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> |



# Lower Key Stage 2

|                                       |   |
|---------------------------------------|---|
|                                       |   |
| To investigate and interpret the past | <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>  |
| To build an overview of world history | <p>Describe changes that have happened in the locality of the school throughout history</p> <p>Give a broad overview of life in Britain from ancient until mediaeval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> |
| To understand chronology              | <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>   |
| To communicate historically           | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Change</li> <li>• Chronology</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>   |



# Upper Key Stage 2

|  |   |
|--|---|
| <p>To investigate and interpret the past</p> | <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> |
| <p>To build an overview of world history</p> | <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from medieval until Tudor and Stuart times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>  |
| <p>To understand chronology</p>              | <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>   |
| <p>To communicate historically</p>           | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Chronology</li> <li>• Continuity</li> <li>• Change</li> <li>• Century</li> <li>• Decade</li> <li>• Legacy</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>   |