



Our History curriculum is ambitiously constructed to engage, inspire, challenge and develop an understanding of local and world issues.

A high-quality history education will help our children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils to find out more about the past; ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement. History helps pupils to understand and appreciate the complexity of human life, change, diversity, their own identity and the challenges of their time.



## BIG IDEAS

Our children will:

- Explore their own past and experiences and compare with those from history.
- Be able to confidently discuss actions and their impacts, both immediately and their long term effects on communities and civilisations.
- Explore how historical figures or events can be interpreted in different ways, raise questions and highlights issues.
- Evaluate and analyse sources of information and evidence and examine what it teaches us from a specific period of time.
- Know and recall information about historical figures and events, debating their cultural impact and how it formed lives and beliefs of today.

We recognise the important role that history has as it allows us to understand our past, which in turn allows us to understand our present. Studying history can provide us with insight into our cultures as well as cultures with which we might be less familiar, thus increasing cross-cultural awareness and understanding.



## CONTENT & SEQUENCING

Our curriculum for History is sequenced to build on previous learning and reinforce key skills and knowledge. The content is deliberately chosen to encourage the children to question how we got to where we are. This will be challenging and thought provoking. It is our goal that they should develop a sense of chronology and time and an understanding of how people lived in the past.

**EYFS** – The early learning goals at EYFS are very much focused on the memories of the child. It may be that they are asked to remember a special event or routine or custom for their family. They may talk about differences between different family members or different generations. Become familiar with past and present and order events.

**KS1** - Changes within living memory and comparing them. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have had an impact nationally and internationally. Order events on a timeline.

**Key Stage 2** – a greater in-depth look at periods of time

**Chronology** – Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Explain the context of a period of time.

**Knowledge** - Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred with supporting evidence. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things studied from the past affect life today.



## LINKS WITH ENGLISH

**Text types** - Recounts, persuasive texts, discussion, poetry, responding.

**English Skills** - Communication skills (speaking and listening), relative and expand vocabulary, reading, writing, grammar, evaluating, questioning and pronunciation.



## RETRIEVAL PRACTISE

- Recall some facts about people and events before living memory and explain why people may have acted the way they did.
- Cross year group links are made explicitly in order to refer to and build on prior learning.
- Important concepts and vocabulary e.g. specified vocabulary is taught, used, expected and tested regularly.



## PROGRESS

- Units of work that are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is based on change and continuity, chronology and narrative, similarities and differences, cause and consequences, evidence and importance and significance.
- Children will increasingly make links between current and past learning.



## SUPPORT

- Everyone has equitable access to units of work.
- Structured questions and **sentence stems** are used to support children's progress.
- All learning will be put into context using a timeline.
- High quality texts (both non-fiction and fiction) based in the past.
- Timelines in classrooms and key vocabulary word banks/displays.



## Humanities

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

History	Children's learning will include significant people, events and changes over time. Outcomes will focus on a <b>big question</b> and conclude with a presentation in an appropriate format e.g. a class book, video, presentation, debate, etc.							
	<b>Today, yesterday &amp; the days of the week</b> Changes within living memory. Ordering their day/week/months Past and present – yesterday, last night, last week have already happened. Discuss a personal past event	<b>Past &amp; present events in own lives</b> Changes within living memory. Significant historical events, people and places in their own locality/family tree	<b>Gunpowder, Treason &amp; Plot</b> Structure of UK governance and head of state/church Law and order. Belief/faith	<b>Remembrance Why remember?</b> Cause and effect Chronology Human perseverance Life and death Primary sources Aftermath	<b>Stone Age to Iron Age Britain</b> Development of communities. Technological advances - tools Discuss and come to conclusion about artefacts. Extinction and causes	<b>The Romans</b> Evolution of society. Hierarchy of society Technological advances. Discuss and come to conclusion about artefacts.	<b>Tudors to Civil War and Revolution</b> Catholicism vs. Protestantism Cromwell's role (local link) Role of God, King and Government Conflict – verbal and physical Conflicts within communities	<b>War Time Britain &amp; The Legacies of War</b> Nations at war (WWI & WWII) Region/London preparation/actions for war Role of God, King and Government Conflict – verbal and physical Conflicts within communities
	<b>Explore old and new</b> Changes within living memory. Comparing items that are new and old. Ordering/sorting old and new items. Time before their birth.	<b>The Great Fire</b> Cause and effect Chronology Human perseverance Life and death Primary sources Aftermath	<b>The Monarchy</b> Structure of UK governance and head of state/church Law and order. Belief/faith	<b>Ancient Egypt</b> Development of civilisation. Hierarchy of society Technological advances – agriculture, architecture, documenting Discuss and come to conclusion about artefacts.	<b>Anglo-Saxons, Vikings &amp; Normans</b> Development of communities. Technological advances – settlements, land Discuss and come to conclusion about artefacts.	<b>Building of an Empire through to the Industrial Revolution</b> Exploration & exploitation Resources – materials, people Power Legacy	<b>New world issues Modern day history</b> UN-EU-Brexit Britain's role in the world Governance Climate change/environment Inequality – wealth, gender, sexuality, race, faith Overpopulation Human rights Refugees Terrorism Pandemics	

### History

Key Themes:  
[Power](#)  
[Society](#)  
[Beliefs](#)  
 Conflict  
 Injustice



## Skill Development

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
1 Chronological understanding	<ul style="list-style-type: none"> <li>Sequence events or objects in chronological order</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> <li>Sequence photographs etc. from different periods of their life</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts from distinctly different periods of time</li> <li>Match objects to people from different time periods</li> <li>Sequence artefacts closer together in time</li> <li>Sequence photographs etc. from different periods</li> <li>Describe key events of a historical event</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> <li>Place currently study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> </ul>				
2 Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about their past</li> <li>Begin to describe similarities and differences in artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between gender, race etc</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life at the beginning and end of a period of time</li> <li>Compare an aspect of life with the same aspect in another period</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Know key dates, figures and events of time studied</li> </ul>				
3 Interpretations of history	<ul style="list-style-type: none"> <li>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</li> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, images (paintings/cartoons) etc</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> </ul>				
4 Historical enquiry	<ul style="list-style-type: none"> <li>Sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening to ask and answer questions related to different sources and objects</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>				
5 Organisation and communication	<ul style="list-style-type: none"> <li>Time lines (3D with objects/ sequential pictures), drawing drama/role play (labelling, simple recount), computing</li> <li>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using computing</li> </ul>	<ul style="list-style-type: none"> <li>Time lines (3D with objects/ sequential pictures), drawing drama/role play (labelling, simple recount), computing</li> <li>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using computing</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>				

## History Curriculum Unit Planner

<b>Unit Topic</b>	Gunpowder, Treason and Plot	<b>Year</b>	1/2A	<b>Term</b>	Autumn
<b>Key Question</b>	Guy Fawkes – villain or victim?				

Links to <i>Relevant</i> Prior Learning	Preparation for <i>Relevant</i> Future Learning
<ul style="list-style-type: none"> <li>Year 1/2 UK Geography: England and Scotland are different countries within the UK.</li> <li>Year 1/2 England – Cities, towns and villages: Key London landmarks &amp; changes to the City of London over time.</li> <li>Year 1/2 The Great Fire of London: occurred in 1666 – 61 years <i>after</i> the Gunpowder Plot.</li> <li>Year 1/2 The Monarchy: Castles are large, important buildings, which are home to Kings, Queens and other important figures. (focus on James I (Tudors/Stuarts))</li> </ul>	<p>The children have an understanding of:</p> <ul style="list-style-type: none"> <li>what the past is and some key events beyond living memory</li> <li>what a source is / examples of sources</li> </ul> <p>They will be beginning to ask and answer questions and about the past.</p>

Core Content
<ul style="list-style-type: none"> <li>Recognise some historical sources other than written texts e.g. drawings, rhymes and traditions</li> <li>Understand the importance of the Houses of Parliament and its core function to discuss and decide the country's laws.</li> <li>Know that Scotland was a largely Catholic country whereas England had become largely Protestant under King Henry VIII's rule.</li> <li>Understand the <b>persecution</b> that some groups experience from the actions of others e.g. Protestant ill-treatment of Catholics.</li> <li>Understand the dual purpose of the plot i.e. killing of the King in order to effect a Catholic uprising supported by Scotland and replace the Protestant led English government.</li> <li>Explain why the plot was unsuccessful.</li> <li>Ask and answer questions about the past, making comparisons with modern day events.</li> <li>Recognise the legacy of the Gunpowder Plot e.g. celebrating the fact that the plot had failed (Bonfire Night); searching of the basements before State openings of Parliament.</li> <li>Compare and contrast the different roles played by the key figures involved in the plot and their eventual punishments.</li> </ul>

Key Vocabulary			
Barrel	Effigy	Legacy	Stuarts
Bonfire	Firework	Plot	Treason
Catholics	Government	Protestant	Villain
Christians	Gunpowder	Persecution	Victim
Conspirators	Houses of Parliament	Punish	

Enrichment Options		
London to visit the houses of parliament	Fire work safety talk in school	Example 'in house' evens or hooks... Hot seating & role play of key historical figures. School organised bonfire night

Assessment Opportunity
Written or spoken task e.g. explain why Guy Fawkes was either a villain or a victim.
To produce a letter to the King James 1 telling him about the plot.