History Curriculum

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Key Concepts

Pupils' progress in history is underpinned by key forms of knowledge that are worth considering to enable pupils' future learning. An example of this is the use of 'key' concepts. Planned, systematic encounters with key concepts alongside substantive and disciplinary knowledge in specific and varied contexts are likely to support pupils' progress. Many of these key concepts feature regularly throughout the study of history in a range of contexts. As a result, they are particularly important to pupils' understanding of new material.

At HCAT, we have collated various 'key concepts' into categories to consider when planning historical topics. Teachers might cover a range of key concepts during the study of a civilisation or era and some of these will be revisited in children's later studies to ensure progression in history.

HCAT Key Concepts			
Religion	**Conquest**	**People & Places**	**Society**
Gods	Kingdoms & Empires	Social Class	Economy
Myths & Legends	Invasion	Slavery	Trade
Worship	Military	Monarchy	Law
Sacrifice	Alliance & Revolution	Settlements	Democracy

	EYFS	KS1	LKS2	UKS2
Chronology	I know how to sort events or objects (artefacts) into groups based upon chronology (then and now). I understand how to put events or objects in order of when they occurred. I know how to accurately use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were younger.	I know how to use words and phrases such as: past, present, decades and centuries when discussing chronology. I know how to place significant events from the past that I have studied and on a timeline. I understand how to put events, objects and people in order of chronology.	I know how to accurately use words and phrases such as era, period, *century*, *decade*, Before Christ and AD to describe the passing of time. I know how to name the date of a significant event from the past that I have studied and place it approximately, in the right place on a timeline. I know how to make links between periods of time I have studied.	I know the precise vocabulary required to convey my understanding of different time periods and my understanding of the past. I know how to place a current study on a timeline in relation to other periods of time that I have studied. I know how to identify similarities and differences between the periods of history that I have studied.
Historical Knowledge	I understand the difference between things that happened in the past and the present. I know about things that have happened to me in the past. I know some things that happened to other people in the past.	I know and can recount key events from stories from the past. I know how to identify differences in ways of life in different time periods. I know how to recognise what people did in the past and the reasons why. I know how to recognise why events happened and what happened as a result. I am aware of general and technical vocabulary related to a period of study.	I know how to describe similarities and differences between some people and events I have studied. I know how to compare an aspect of life with the same aspect from another period. I know how to identify reasons for and results of significant people's actions. I know how to examine causes and results of significant events and the impact these had on people. I know how to provide reasons for how significant people and events I have studied from the past have affected life today. I know the accurate vocabulary required to discuss a period of study.	I know how to explain similarities and differences between different periods of time that I have studied. I know how to compare the beliefs and behaviours of people with another time study. I know how to find out about beliefs, behaviours, and characteristics of significant people from the past. I know how significant events have had a variety of impacts on people throughout different time periods in History. I know how to make links between some of the features of past societies (e.g. religion, houses, society, technology) and how these have impacted life today. I know how to precisely use general and technical terms relating to a period of study to make comparisons.
Historical Enquiry	I know how to look at pictures and ask, "Which things are old and which are new?" I know how to answer questions about events, using 'before' and after to	I know how to ask and answer questions choosing and using evidence.	I know how to ask open ended enquiry questions about a period I am studying. I know that the answers to open ended questions may differ between people within a period.	I know how to investigate my own enquiry questions about a period of history using a range of sources. I know how to identify omissions from historical events and suggest means of finding these out.

	describe when something happened. I know how to look at objects from the past and ask, "What were they used for?" and try to answer. I know how to look at pictures from the past and ask, "What were people doing?"	I know how to find answers to simple questions about the past from sources of information. I know how to use evidence to find out how and why things may have changed during a time period. I know we learn about the past and I can identify the different ways in which this is represented.	I know how to choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. I know how to give my own reasons why changes may have occurred and use evidence to support this. I know how to use a range of sources to collect evidence about the past (documents, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums/sites and galleries).	I know how to assess the reliability of sources. I know that the reliability of sources may impact my ability to develop and answer enquiry questions. I know how to collate knowledge gathered from several sources together in a fluent historical account.
Historical Interpretations	I have looked at books to help me find out about the past. I have listened to stories about the past. I tell stories about the past (sometimes using role play).	I know how to understand the past through exploring settings, characters and events encountered in books with historical settings. I know how to compare two versions of the same event in history. I know that a source can be used to find relevant information.	I know how to investigate the accuracy of representations of a period (museums, cartoons, illustrations). I know there may be different versions of the same event in history and explain why there are differences in these accounts. I know that people both now and, in the past, represent events or ideas in a way that may be biased. I know how to use a source accurately.	I know how to recognise primary and secondary sources. I know how to use a range of primary and secondary sources to find out about a period of history. I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. I know and understand that it is important to know that some evidence from the past is propaganda, opinion, or misinformation, and that this can affect interpretations of history. I know how to begin to evaluate the usefulness and reliability of sources. I know how to consider ways of checking the accuracy and validity of interpretations within sources of information.
Organisation & Communication	I know how to draw pictures and write about them to tell others about the past. I know how to write in sentences things I have found out about the past. I know how to tell stories about the past.	I know how to tell and write stories about the past. I know how to present my findings in a given way.	I know how to plan and present research about a studied period. I know how to select the best method from a range of options to present my findings.	I know how to analyse and present ideas about the past. I know how to accurately identify the most effective way of presenting my findings and how this may change depending on the audience.

Upperwood History Curriculum

Upperwood History Curriculum Concepts

	Cycle A			Cycle B		
KS1	Local History Toys and Household	Great Fire of London	Kings and Queens	Gun Powder Plot	Florence Nightingale	Blast Off!
LKS2	Local Area Study	Victorians	Queen Victoria	Romans	Coal Mining	Anglo Saxons and Vikings
UKS2	WW2	Black History	Ancient Egypt	Ancient Greece	Stone Age to Iron Age	Mayans

*All year groups will study a key Black History figure during Autumn 1 as part of Black History Month