

Curriculum Intent – Knowledge Builder

History - Primary Curriculum

Subject Intent Statement:

Our aim is to develop open minded, tolerant, respectful and aspirational citizens who are aware of and proud of their personal heritage, appreciative of difference and able to solve problems using logic, research, questioning and enquiry. As a result of studying history they will become resilient, curious learners. They will learn to work logically to solve problems using historical sources and prior learning. They will develop as effective communicators in both written and spoken work. They will develop as considerate, tolerant and empathetic citizens.

By following this progressive curriculum 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key knowledge Identify changes within living memory.</p> <p>Recall events beyond living memory that are significant nationally or globally</p> <p>The Lives of significant individuals who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality</p>	<p>Key Knowledge Identify changes within living memory.</p> <p>Recall events beyond living memory that are significant nationally or globally and connect these with events studied in Year 1</p> <p>The Lives of significant individuals who have contributed to national and international achievements for example changing how people are treated</p> <p>Significant historical events, people and places in their own locality build on the Year 1 study.</p>	<p>Key Knowledge:</p> <p>Changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts; tribal kingdoms, farming, art and culture</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of one ancient civilisation</p> <p>The Roman Empire and its impact of Britain Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance for example Boudicca Romanisation of Britain; sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Key Knowledge:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a significant turning point in British history</p> <p>In some schools these two areas of study are swapped – this could be done to reduce the ancient history in Year 3 – could subject leaders please clarify if schools need to change their current arrangement or whether achieving all of this by the end of Year 4 is sufficient? Of course in small schools with split year classes the sequence is likely to be a rolling 2 year programme.</p>	<p>Key Knowledge:</p> <p>A study of a theme in British History that extends pupils chronological knowledge beyond 1066: Crime and Punishment across the ages (Chronological view of how Crime and punishment has evolved over human civilisation)</p> <p>A non-European society that provides contrasts with British History</p> <p>Central American Civilisation (Aztecs) looking at the historical topic with strong links to a Geography unit of Mexico. Through this topic the children learn about the Aztec culture, religion, armed forces, inventions, and The Spanish Conquistadors (Cortez) NB this is not one of the choices given in the national curriculum – if we continue to do this it must be justified – NB the British studied in the key stage is pre 1066</p> <p>Ancient Greek culture – Understanding everyday life in Greece, its kingdom states, armed forces, in particular Sparta, The battle of Marathon. Greek inventions and Drama and how Greece has had an impact of our lives today</p>	<p>Key Knowledge:</p> <p>History is focused on the 20th and 21st Century and focus on the development of chronological understanding and themes beyond 1066.</p> <p>Social history theme Victorians – Life of the working poor and children. The conditions that children went through during the Victorian period working in Factories or mines and the people that campaigned for change. Looking at the work of people such as Roundtree and Cadbury during this period.</p> <p>A significant turning point in British History: Battle of Britain A timeline of how Second War World started and the powers that took part – Allies and the Axis Powers. Looking at the Blitz from the point of view of the Bombing campaign, starvation, the creation of materials for the war. How Britain defended itself from the treat of invasion, the importance of the battle of Britain and why Britain won. How children across Europe suffered due to the war. Compare German children in the 1930’s and 1940’s.</p> <p>A chronological study over time</p>

					The Rise and Fall of the British Empire Understand how and why Britain had and Empire and how this was lost due to a number of different factors. Linking back to WW2
<p>Key Skills Overarching Observation and ability to articulate what they notice</p> <p>Subject specific Demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Demonstrate they know where the people and events they study fit within a basic chronological framework</p> <p>Understand some ways in which we find out about the past and describe orally what they can discover in these sources</p> <p>Identify similarities and differences between ways of life in different time periods</p> <p>Use an emergent vocabulary of everyday historical terms</p> <p>Ask and answer questions, choosing and using parts of stories and other pictorial or tactile sources to show that they know and understand key features of events or the lives of significant people.</p>	<p>Key Skills Overarching Observation and ability to articulate what they notice orally to a partner or group, individually in simple pictures/writing.</p> <p>Emergent ability to express a view point</p> <p>Subject specific Demonstrate an awareness of the past, using a developing confidence with common words and phrases relating to the passing of time.</p> <p>Demonstrate they know where the people and events they study fit within a developing chronological framework</p> <p>Understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Identify similarities and differences between ways of life in different time periods – and begin to make connections with learning from Year 1</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and the lives of significant people</p>	<p>Key Skills: Overarching Observation and ability to articulate what they notice orally to a partner or group, individually in precise pictures and writing.</p> <p>Subject specific Begin to chronologically secure knowledge and understanding of British, local and world history</p> <p>Begin to identify connections, contrasts and trends over time</p> <p>Develop use of historical terms building on knowledge from Year 2</p> <p>Begin to devise historically valid questions about change, cause, similarity and differences, and significance</p> <p>Construct informed oral responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	<p>Key Skills: Overarching Observation of and interpretation of simple sources of information.</p> <p>Ability to express a view based on information</p> <p>Raising questions</p> <p>Subject specific Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>Identify connections, contrasts and trends over time</p> <p>Develop use of historical terms building on knowledge from Year 3</p> <p>Devise historically valid questions about change, cause, similarity and differences, and significance</p> <p>Construct informed oral and written responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that some sources are biased or one sided</p>	<p>Key Skills: Overarching Close observation.</p> <p>Ability to express a view based on information</p> <p>Raising and posing questions</p> <p>Subject specific Identify changes across a long period of time and living memory.</p> <p>Recall events beyond living memory.</p> <p>Begin to compare and contrast different periods of times and link changes together.</p> <p>Begin to question sources of evidence based on their information and reliability.</p> <p>State and begin to describe and explain information from the past.</p> <p>Draw some simple conclusions about the past using sources to justify this conclusion</p> <p>Construct informed written responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>Key Skills: Overarching</p> <p>Close observation.</p> <p>Ability to express a view based on information</p> <p>Raising and posing questions based on considered evidence</p> <p>Subject specific Identify changes across a long period of time and living memory.</p> <p>Recall events beyond living memory.</p> <p>Begin to compare and contrast different periods of times and link changes together.</p> <p>Begin to question sources of evidence based on their information and reliability. Interpret a range of sources, pictorial, visual, audio and written) Ask questions about sources of evidence to build a deeper understanding of an event or time period.</p> <p>State and begin to describe and explain information from the past.</p> <p>Make decisions based on historical evidence and events. Justify those opinions and show reasoning.</p> <p>Relate their own experiences to those of children during WW2</p> <p>Use specific language related to the time period and the places of work (Mills, coal mines etc)</p>

					Show short term chronological awareness of how the lives of children changed.
					Research using a range of media
<p>Key Vocabulary Content specific vocabulary for the themes chosen to achieve the above Eg transport, homes, toys, significant people, king, queen, ruler.</p> <p>Now, then, before, after, change, different, the same</p>	<p>Key Vocabulary Content specific vocabulary for the themes chosen to achieve the above Eg significant people, king, queen, ruler, government, parliament, war, remembrance, achievement, significance, Language of chronology: Now, then, before, after, change, difference, similarity, decade, century, millennium Historical terms : Historical sources, evidence, artefact</p>	<p>Key Vocabulary: From KS1 significant people, king, queen, ruler, government, parliament, war, remembrance, Language of chronology: Now, then, before, after, change, difference, similarity Historical terms : Historical sources, evidence KS2: Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, religion, hunter-gatherer, pelt, domesticate, technology, hill forts, tribes, culture, invasion, empire, emperor, republic, resistance, army, legionary, centurion, conquest, villa, temple, mosaic, amphitheatre, gladiator, senate, aqueduct, Subject specific words for Ancient civilisations e.g., hieroglyphics, pyramid, tomb, mummy, ruler, government, power, kingdom</p>	<p>Key Vocabulary: ruler, government, power, army, conquest, empire, tribes, raids, resistance ,invasion, kingdoms, settlement, wattle and daub, thatch, law, justice, culture Roman, Anglo Saxon, Jutes, Hengest, Horsa, Viking, danegeld, rune Christianity, conversion, monastery, illumination, manuscript,</p> <p>Subject specific vocabulary to local history study and study of a significant turning point.</p>	<p>Key Vocabulary: Chronology, ordering, Romans, Saxons, Vikings, Saxons, Victorians, Edwardians, curse tablet, blood money (wergild), Police, criminal, justice. Sources, judges, punishment</p>	<p>Key Vocabulary: Mines, mills, punishment, factories, workhouses, orphans, empire, trade, exploration, rise and fall, treaties, debt, axis, allies, Nazis Germany, Blitz, Blitz Krieg, child soldiers, factories, Hawker Hurricane, Super marine Spitfire, Radar, Youth, scots, evacuation,</p>