

Whole School History Curriculum

Aims	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Of British History</p>	<p>All about me- How I have changed since I was baby?</p> <p>Seasonality- Why do I wear different clothes throughout the year?</p> <p>Celebrations- What are our favourite celebrations each year?</p>	<p>Schooling throughout the ages from Victorian Age to Grandparents and Parents- Changes within living memory</p> <p>The Great Fire of London- Events beyond living memory</p>	<p>The Gunpowder Plot- Events beyond living memory</p> <p>Mary Mearthur- A local significant individual from the past</p> <p>Canals and the Industrial Revolution- A significant local event from the past</p>	<p>Neolithic hunter gathers to Iron Age Farmers- Changes in Britain from the Stone Age to the Iron Age</p> <p>Christian conversion under the Anglo-Saxons- Britain's settlement by Anglo-Saxons and Scots</p>	<p>Halesowen then and Now-<i>Heritage-Local History Study</i></p> <p>Anglo-Saxon and Viking struggle for Britain until 1066- the Viking and Anglo-Saxon struggle for the kingdom of England to Edward the Confessor</p> <p>The Battle of Britain- a study of an aspect or theme in British history that extends pupils' chronological</p>		

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LIVING LIFE IN ALL ITS FULLNESS

					knowledge beyond 1066		
Knowledge of World History		The Life of Christopher Columbus and Neil Armstrong- Significant individuals from the past		Romanisation of Britain- the Roman Empire and its impact on Britain		The Achievements of the Earliest Civilisations- The River Nile and Ancient Egypt Mayan Civilisation- Contrasting with British History at the time Early Islamic Civilisation – Contrasting with British History at the time	Ancient Greeks- Achievements and Influence The Achievements of the Earliest Civilisations- Shang Dynasty The movement of people through time to the island of Britain.
Historical Terms/Vocabulary	Then, Now, Next, Before, After, Soon, similar, different, old, older, oldest, new, modern, artefact, yesterday, last	Century, Before, After old, new, earliest, latest, past, present, future, century, new, newest, old,	monarch , parliament , political , church, King, power , catholic, government protestant, rights, suffrage, protest,	Palaeolithic, Mesolithic, Neolithic, hunter-gather , farmer, Stone Age, Bronze Age, Iron Age, bronze, iron, agriculture, pottery, tools, wheat, barley,	Sutton Hoo, Viking Kingdom, conquest , Dane, heathen, helmet, invader , pillage, plunder, raiders , settlement , slave, penultimate,	North Africa, Egypt, River, Nile, farming , ancient, civilisation , afterlife, archaeologists hieroglyphic, glyph , pyramid, tomb , Pharaoh, ruler , scroll,	Acropolis, Agora, Archaic , assembly, Athens, Greece, archaeologists Mediterranean Sea, Classical Period, philosophy, democracy , Olympics,

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	week, last term, last month, last year, Christmas, Easter, Diwali, Chinese New Year, Bon Fire Night, timeline.	oldest, modern, before, after Queen, monarch , Law, parliament , Education, Rights , government Explorer, Ocean, Seas, Neil Armstrong, America, Space Race, rocket, Christopher Columbus , Nina, Pinta, Santa Maria, ship, Conquer , King, Navy, Nasa, Space, Moon, Native, Conquest, Empire	strike, union, farm, industry, revolution , machinery, factory, produce, canal, barge, transport, goods, Dudley No. 2 Canal	settlement , tombs. Stonehenge, Rome, Roman, military , Caesar, conquest , Hadrian's wall, invade, settlement , Londinium, Thames, temples, bathing, library, civilisation , empire, ruler , citizen, army, emperor Celtic, pagan, belief, Anglo –Saxon, invade , raider, archaeologists settlement, Jutes, Saxons, Angles, conquest , pagan, Christianity , Gods, Augustine, Columba, Bede, Aidan, Lindisfarne, Iona, monastery, monk	Edward the confessor, monarch, king , Harold, William of Normandy, Hastings, Bayeux Tapestry, Doomsday book World War II, Allies, Axis, Nazis, invaders , Blitzreig, Prime Minister, government Churchill, RAF, Blitz, bombing, siren, Luftwaffe, Spitfire, Messerschmitt, bomber, Battle, conflict, engagement, flight, engine, speech, radar	reed, dynasty , mummy, mummification, kingdom Maya, Mesoamerica, Mexico, Central America, Tikal, Palenque, temple , monarch, king , queen , ancient, society, priests, farmers, archaeologists astronomers, jungle, ball courts, plaza, tomb, civilisation , empire , jade, codex, invaders, conquistadores, Spain , Christopher Columbus Baghdad, Iraq, Middle East, Islam , Christianity	Sparta autocracy, tyrant Shang, dynasty , China, Far East, Asia, empire, emperor , society, farmers, military , warlords, craftspeople , royal family, monarch , ritual, religion, priest, Anyang, philosophy, government , glyph, writing, oracle bones, ancestors, archaeologists Refugee, United Nations, World War II, displacement, war, civil war, civil unrest, revolt, revolution, migration, persecution, rights, beliefs,
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LIVING LIFE IN ALL ITS FULLNESS

				conversion, saint, Viking		civilisation, city, monarch, empire, trade route, (King)mosque, archaeologists culture, learning, library, Silk Road, Marco Polo, philosophy, - Comparison here to Vikings/Anglo Saxon Rule of Britain.	
Chronology	Begin to use historical based language associated with the passage of time. Develop a sense of uniqueness and of belonging to a community	Begin to sequence events or objects in a chronological order	Place events and objects in order on a time line Sequence events in their own lives	Place the time studied on a time line Sequence events or objects Use dates related to the passing of time	Place events from period studied on a time line Use terms related to the period and begin to date events Know and sequence key events of time studied	Place current study on a timeline in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies	Place current study on a timeline in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies

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	Historical narrative and sequence and a sense of chronology and duration				Understand more complex terms e.g. BCE/AD	Make comparisons between different times in history	Make comparisons between different times in history
Interpretations of Historical Concepts	<p>Develop a sense of historical enquiry</p> <p>Compare and contrast characters including figures from the past</p> <p>Identify similarities, differences and variety through stories and images</p>	<p>Begin to draw simple conclusions from stories and information about the past, from pictures studied and from video footage</p> <p>Recognise how their life is different from the lives of people from the past</p> <p>Compare and contrast everyday</p>	<p>Recognise differences between sources and make simple deductions based on what they find out</p> <p>Recognise how their lives are different from the lives of people from the past-continuity and change</p> <p>Compare and contrast everyday objects and</p>	<p>Identify different ways in which the past is represented</p> <p>Make conclusions based on their knowledge and understanding of an event, an object, a picture or a first-hand experience</p> <p>Recognise how cause and consequence are linked as a result of an event</p>	<p>Draw conclusions, based on their knowledge and understanding of an event or historical person and be able to state their personal opinions giving clear reasons and evidence</p> <p>Show an understanding that aspects of the past have been represented in different ways</p>	<p>Show an understanding that aspects of the past have been represented and interpreted in different ways</p> <p>Distinguish between historical facts and opinions</p> <p>Draw conclusions, based on their knowledge and understanding of an event or historical person and be able to state their personal</p>	<p>Show an understanding that aspects of the past have been represented and interpreted in different ways</p> <p>Distinguish between historical facts and opinions</p> <p>Draw conclusions, based on their knowledge and understanding of an event or historical person and be able to state their personal</p>

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		<p>objects and events with those of the past</p> <p>Understand why important people and events are remembered</p> <p>Explain why something happened based on an analysis of information studied</p>	<p>events with those of the past</p> <p>Understand why important people and events are remembered</p> <p>Explain why something happened based on an analysis of information studied</p>	<p>Develop their own ideas for causes and effects when studying historical events</p>	<p>Give reasons and develop own ideas for causes and effects when studying historical events and see how causes might be linked</p> <p>Develop own ideas for causes and effects when studying historical events and see how causes might be linked</p>	<p>opinions giving clear reasons and evidence</p> <p>Identify bias in evidence</p>	<p>opinions giving clear reasons and evidence</p> <p>Identify bias in evidence</p> <p>Discuss how events may have been averted and the possible outcomes</p>
Historical Enquiry	<p>An introduction to handling artefacts and the use of these as evidence</p>	<p>Begin to raise questions they want answered</p> <p>Begin to sort primary and secondary resources, recognise how</p>	<p>Be able to raise questions that they want answered</p> <p>Observe or handle primary and secondary resources and</p>	<p>Begin to devise a clear set of questions that will enable children to select and use appropriate information sources</p> <p>Use a range of primary and</p>	<p>Devise a clear set of questions that will enable them to select and use appropriate information sources</p>	<p>Raise a range of higher order questions that will help them to select and use appropriate information sources</p> <p>Begin to select and combine information</p>	<p>Raise a range of higher order questions that will help them to select and use appropriate information sources</p> <p>Begin to select and combine information</p>

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		<p>they are different and make simple observations</p> <p>Sort objects into now and then</p>	<p>make simple inferences and deductions to answer questions about the past on the basis of simple observations made</p>	<p>secondary sources to answer questions about the past that involve analysis and deductions</p>	<p>Use a range of primary and secondary sources to answer questions about the past that involve analysis and deductions</p>	<p>from different sources to answer questions raised</p> <p>Use information to as evidence to test a hypothesis</p>	<p>from different sources to answer questions raised</p> <p>Use information to as evidence to test a hypothesis</p> <p>Compare and contrast ancient civilisations</p>
Organisation and Communication	<p>Comment on images of familiar situations in the past</p> <p>Begin to build a simple timeline</p>	<p>Offer a viewpoint about the past in relation to the 'Big Question'</p> <p>Recount episodes from the past</p> <p>Present their ideas in different formats- drawings, labelling</p> <p>Use timelines were appropriate</p>	<p>Use terms concerned with the passing of time</p> <p>Record findings in a variety of simple ways- drawings, written recounts, diary entries, mapping, annotated images</p> <p>Answer simple 'what if' questions</p>	<p>Use specialist historical terms</p> <p>Express a viewpoint of/as a character form the past, expressing feelings and motives for action</p> <p>Record their findings in a variety of ways in more detail</p> <p>Answer simple 'what if' questions to explore possibilities</p>	<p>Use specialist historical terms</p> <p>Record their findings in a variety of ways in more detail</p> <p>Produce more structured pieces of writing, which demonstrate knowledge of events/facts, opinions, backed up with reasons</p>	<p>Represent findings in a variety of ways, selecting the most appropriate way of recording information/findings</p> <p>Produce more structured pieces of writing, which demonstrate knowledge of events/facts, opinions, backed up with reasons and evidence and conclusions drawn</p>	<p>Represent findings in a variety of ways, selecting the most appropriate way of recording information/findings</p> <p>Produce more structured pieces of writing, which demonstrate knowledge of events/facts, opinions, backed up with reasons and evidence and conclusions drawn</p>

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		<p>Explain in simple terms why a person acted in a particular way</p>	<p>to explore possibilities</p>		<p>and evidence and conclusions drawn from events and people studied</p> <p>Answer 'what if' questions to explore possibilities</p>	<p>from events and people studied</p> <p>Sum up their views and opinions of a period studied, with clear reasons and evidence</p> <p>Begin to consider and respond to different viewpoints and draw own conclusions based on their study of a historical period</p>	<p>from events and people studied</p> <p>Sum up their views and opinions of a period studied, with clear reasons and evidence</p> <p>Begin to consider and respond to different viewpoints and draw own conclusions based on their study of a historical period</p>
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