

History

Curriculum Intent:

A Historian at Northwood needs:

To investigate and interpret the past

To understand chronology

To build an overview of local, British and world history

To communicate historically

National Curriculum

Key Stage 1	Key Stage 2
<p>Children will be taught to:</p> <ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory that are significant globally or nationally, e.g. The Great Fire of London. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should compare aspects of life in different periods. 	<p>Pupils should be taught about:</p> <p>changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: 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 Roman Empire and its impact on Britain Examples (non-statutory) This could include: 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, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>

Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory) This could include: 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

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include: 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

a local history study

Examples (non-statutory) -a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory) -the changing power of monarchs using case studies such as John, Anne and Victoria -changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, for example, the first railways or the Battle of Britain

	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the Ancient Egypt</p> <ul style="list-style-type: none"> ☐ 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.
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We intend the History Curriculum to develop the pupils:

- Knowledge and understanding of people, events and contexts from a range of historical periods.
- To use a range of sources to support, evaluate and challenge views.
- The ability to think, reflect, discuss and evaluate the past.
- A passion for history and an enthusiastic engagement in learning.
- Use of fieldwork and other geographical skills and techniques, including effective presentation, and gathering, of information.
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.

Curriculum Implementation:

		Year 1 & 2	Year 3 & 4	Year 5 & 6
To investigate and interpret the past.		<ul style="list-style-type: none"> • To observe or handle evidence to ask questions about the past. • To ask questions such as: What was it like for people? What happened? How long ago? • To use artefacts, pictures, stories, online sources and databases to find out about the past. • To identify some of the different ways the past has changed. (Then and Now-Toys) 	<ul style="list-style-type: none"> • To use evidence to ask and find answers to questions about the past. • To suggest suitable sources of evidence for historical enquiries. • To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • To suggest causes and consequences of some of the main 	<ul style="list-style-type: none"> • To use sources of evidence to deduce information about the past. • To select a wide range of suitable sources of evidence, giving reasons for choices. • To use sources of information to form testable hypotheses about the past. • To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • To understand that no single source of evidence gives the full answer to questions about the past. • To refine lines of enquiry as appropriate.

			events and changes in history.	
To build an overview of local, British and world history.		<ul style="list-style-type: none"> • To describe historical events. • To describe significant people from the past. • To recognise that there are reasons why people in the past did as they did. 	<ul style="list-style-type: none"> • To give a broad overview of life in Britain. • To compare some of the times studied with other areas of interest. • To describe the social, ethnic, religious and cultural diversity of past society. • To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • To identify continuity and change in the history of the locality of the school. • To give a broad overview of life in Britain and some major events from the rest of the world. • To compare some of the times studied with those of the other areas of interest around the world. • To describe the social, ethnic, religious and cultural diversity of past society. • To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology		<ul style="list-style-type: none"> • To place events in order on a timeline. • To label time lines with words or phrases such as: past, present, older and newer, then and now. 	<ul style="list-style-type: none"> • To place artefacts , events and historical figures on a time line using dates. • To understand the concept of change over time, 	<ul style="list-style-type: none"> • To describe the main changes in a period of history – using terms such as social, religious, political, technological, cultural.

		<ul style="list-style-type: none"> • To recount changes that have occurred in their own lives. • To use dates where appropriate. 	<p>representing this, along with evidence on a timeline.</p> <ul style="list-style-type: none"> • To use dates and terms to describe events. 	<ul style="list-style-type: none"> • To identify periods of rapid change in history and contrast them with times of relatively little change. • To understand the concepts of continuity and change over time, representing them, along with evidence on a timeline. • To use dates and terms accurately in describing events.
To communicate historically		<ul style="list-style-type: none"> • To 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. • To show an understanding of the concept of a nation and a nation's history. • To show an understanding of concepts such as: monarchy. 	<ul style="list-style-type: none"> • To use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • Dates • Time period • Era • Change • Chronology • To use Literacy, numeracy, and computing skills to a good standard in order to communicate 	<ul style="list-style-type: none"> • To use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Change • Century • Decade • Legacy • To use literacy and computing skills to an exceptional standard in

			information about the past.	order to communicate information about the past. <ul style="list-style-type: none">• To use original ways to present information and ideas.• To show an understanding of concepts such as civilisation, parliament, democracy and war and peace.
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All Geography work to be closely linked to specific Topics for each Year Group, as well as explicit teaching of Geographical skills and objectives in individual units such as Local area study, specific work on the UK, map reading skills and orienteering in P.E.

Topic overview:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Then and Now	Journeys				A World at War- Evacuation (City to rural village) Local area study
Spring Term	Buildings	Art and Artists				ID- What makes us who we are? Digging up the Past- Ancient Egyptians.
Summer Term	The Sea	Change and Grow				The Best I can be- Secret Agents Playtime- The world of the theatre and acting.