



History Curriculum

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

History Curriculum:

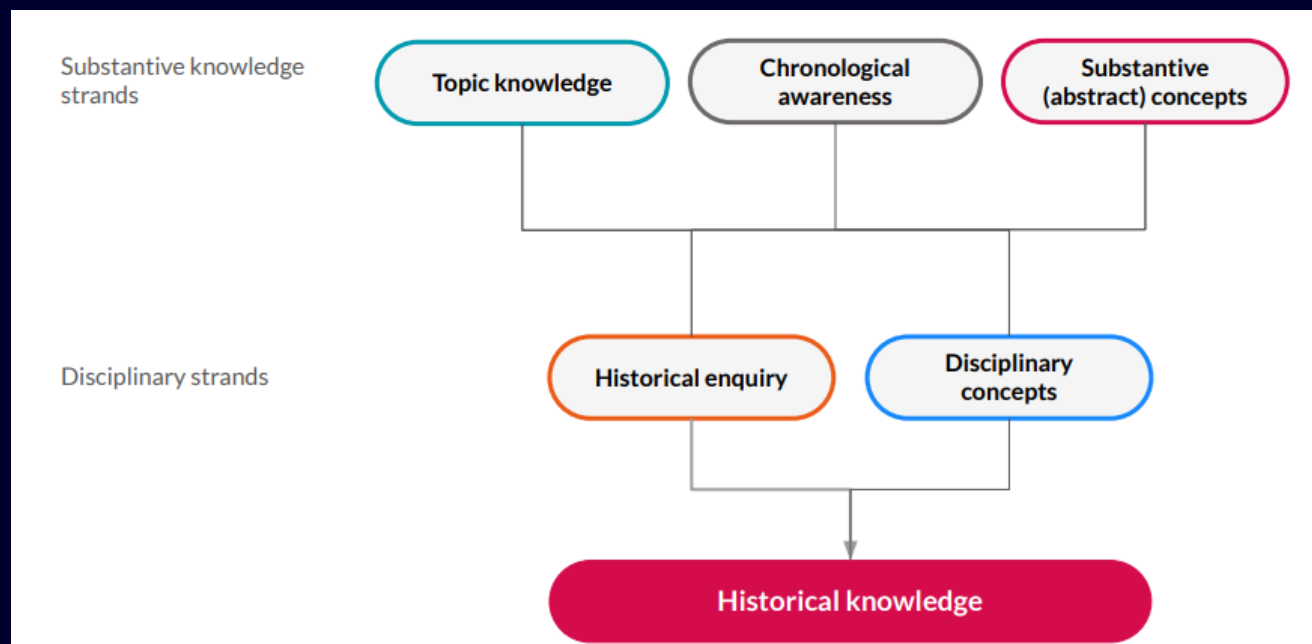
There are different strands of knowledge which run through the History Scheme of Work:

Substantive Knowledge Strands:

- Topic knowledge
- Chronological awareness
- Substantive (abstract) concepts

Disciplinary Strands:

- Historical enquiry
- Disciplinary concepts



History is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

- Cyclical: Pupils return to the same disciplinary and substantive concepts during their time in primary school
- Increasing depth: Each time a concept is revisited, it is covered with greater complexity
- Prior knowledge: Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

History Programme of Study:

Reception		
Peak in to the past	Adventures through time	
LO: To describe changes over time.	LO: To begin to understand the concept of generations.	
LO: To sort photographs from the past and the present.	LO: To recognise special achievements.	
LO: To begin to recognise the order events happen.	L.O. To recognise kings and queens are powerful people.	
LO: To identify toys from the past.	LO: To understand that the environment around us changes as time passes.	
LO: To compare pictures from the past and present.	LO: To compare modes of transport in the past with the present.	

Year 1

Autumn Two	Spring Two	Summer Two
How am I making history?	How have toys changes?	How have explorers change the world?
L.O: To develop an understanding of personal chronology.	L.O: To discuss a favourite toy.	L.O: To know what an explorer is.
L.O: To learn more about my history.	L.O: To find out what toys our parents and grandparents played with.	L.O: To recognise the achievements of different explorers using photographs.
L.O: To explore how we remember events.	L.O: To investigate what toys were like up to 100 years ago.	L.O: To record events on a timeline.
L.O: To find out what childhood was like for our parents and grandparents.	L.O: To compare toys from the past with modern toys.	L.O: To use photographs to find out about the past.
L.O: To compare childhood now with childhood in the past.	L.O: To investigate how teddy bears have changed over time.	L.O: To recognise changes and similarities (continuities) over time.
L.O: To identify that some things change and some things stay the same.	L.O: To know how toys have changed over time.	L.O: To describe the significance of some people and events within history.

Year 2

Autumn One	Autumn Two	Spring Two
How was school different in the past?	How did we learn to fly?	What is a Monarch?
LO: To find out how schools have changed over time.	LO: To find out about the Wright brothers.	LO: To describe what a monarch is.
LO: To investigate what school was like in the past.	LO: To develop an understanding of historical significance.	LO: To explain why coronations take place.
LO: To investigate what schools were like in the 1900s.	LO: To investigate why Bessie Coleman is significant.	LO: To explain how William the Conqueror became King of England.
LO: To compare a modern classroom with a classroom 100 years ago.	LO: To develop an understanding of primary sources.	LO: To identify how William the Conqueror built castles while ruling England.
LO: To compare three periods of time.	LO: To investigate why we remember the Moon landing.	LO: To identify features of a castle that would be effective when defending against attacks.
LO: To express a personal response to history.	LO: To place events on a timeline.	LO: To suggest what a monarch was like in the past.

Year 3

Autumn One	Spring Two	Summer One
Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
LO: To recognise the chronology and significance of prehistory.	LO: To investigate life in Ancient Rome by looking at its buildings.	LO: To develop questioning skills using sources about ancient civilisations.
LO: To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	LO: To explore the causes of the Roman invasion of Britain.	LO: To explain the significance of the River Nile to ancient Egyptian civilisation.
LO: To use archaeological evidence to investigate the Bronze Age.	LO: To investigate the different responses to the Roman invasion using a range of sources.	LO: To evaluate the importance of ancient Egyptian hieroglyphics.
LO: To use deductions to explain how bronze transformed prehistoric life.	LO: To explore how the Roman army was so successful using a range of sources.	LO: To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.
LO: To understand the importance of trade during the Iron Age.	LO: To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.	LO: To investigate beliefs about the afterlife in Ancient Egypt.
LO: To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	LO: To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.	LO: To evaluate continuity and change by identifying what happened to the pharaohs when they died.

Year 4

Autumn One	Spring One	Spring Two
How have children's lives changed?	How hard was it to invade and settle in Britain?	How did the achievements of the ancient Maya impact their society and beyond?
LO: To identify the continuities and changes to children's lives using a range of sources.	LO: To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	LO: To explore the challenges faced by the ancient Maya when settling in the rainforest.
LO: To investigate why Tudor children worked and what working conditions were like.	LO: To identify change and continuity in Iron Age and Anglo-Saxon settlements.	LO: To infer how the ancient Maya valued and used cacao by exploring historical artefacts.
LO: To research and record the working conditions of Victorian children using reports and images.	LO: To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.	LO: To describe the role of Maya gods and goddesses by studying images and scenarios.
LO: To evaluate Lord Shaftesbury's significance to children's lives.	LO: To identify how Christianity spread in Britain in the Anglo-Saxon period.	LO: To develop recording skills through exploration of ancient Maya inventions.
LO: To explore the changes in children's leisure time using a range of sources.	LO: To explore bias by evaluating sources about Alfred the Great.	LO: To make deductions about an ancient Maya city by exploring remains.
LO: To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.	LO: To evaluate how and why Anglo-Saxon rule ended.	LO: To evaluate historians' claims on the decline of the ancient Maya cities.

Year 5

Autumn One	Autumn Two	Summer One
Where the Vikings raider, traders or something else?	What was life like in Tudor England?	What did the Greeks ever do for us?
LO: To explain when and why the Vikings came to Britain.	LO: To interpret the character of Henry VIII using portraits and written sources.	LO: To explain where and when the ancient Greeks lived.
LO: To evaluate ideas about the Vikings using sources.	LO: To explore why Henry VIII had many wives using secondary sources.	LO: To identify ancient Greek beliefs by exploring their gods and goddesses.
LO: To investigate the importance of Viking trading routes.	LO: To make deductions about power and punishment using a range of sources.	LO: To use a range of secondary sources to identify similarities and differences between Athens and Sparta.
LO: To compare different versions of Viking sagas.	LO: To explore the use of propaganda by a Tudor monarch.	LO: To recognise how Athenian democracy worked by participating in a debate.
LO: To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	LO: To make deductions about people in Tudor England using inventories.	LO: To use research to explore the significance of the ancient Greek philosophers.
LO: To evaluate achievements of the Vikings.	LO: To create an inventory for a person from the Tudor times.	LO: To evaluate the legacy of the ancient Greek civilisation.

Year 6

Autumn One	Autumn Two	Summer Term
What can the census tell us about the local areas?	British history 6: What was the impact of WW2 on the people of Britain	The Sikh Empire
LO: To explore the purpose and creation of a census.	LO: To understand the causes of World War 2.	LO: To identify how unification around the Sikh Misl Confederacy happened.
LO: To create questions about Victorian children using a range of sources.	LO: To understand how the Battle of Britain was won.	LO: To describe the impact of Sikh beliefs on society.
LO: To explore the jobs available in the past using the census.	LO: To make inferences about the Blitz using images.	LO: To recognise the significance of Lahore as a trade centre in the Sikh Empire.
LO: To make inferences about women's lives in the 1900s using the census.	LO: To understand the emotions and experiences of children during the evacuation.	LO: To explain the significance of Maharaja Ranjit Singh and his impact on the Sikh Empire.
LO: To investigate how the census changed by following the life of Evelyn Dove.	LO: To evaluate the accuracy and reliability of sources.	LO: To evaluate different historical interpretations of the Sikh Empire.
LO: To conduct an enquiry about my local area using the census.	LO: To identify the impact of WW2 on women's lives.	LO: To identify the significant achievements of the Sikh Empire.
	L.O: To explain why migrants come to Britain.	