

HISTORY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- ④ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ④ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ④ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ④ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ④ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ④ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

In KS1:

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:

- ④ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ④ 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]

In KS2:

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:

- ④ changes in Britain from the Stone Age to the Iron Age
- ④ the Roman Empire and its impact on Britain
- ④ Britain's settlement by Anglo-Saxons and Scots

- 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.

- 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

Intent

All children will leave St James with an understanding of the important changes in Britain from the Stone Age to the present day, as well as an understanding of world history. They will have used a range of engaging sources, visitors and trips to explore key people from a range of backgrounds and cultures as well as studying important events.

All children will have had the opportunity to present their own work in a range of ways as well as develop their communication skills to discuss and question.

Children will begin a chronological understanding of time events and people in KS1 and then build on this in KS2 by comparing and contrasting different time periods and considering the impact of historical events on how we live today.

Through the teaching and learning in history, children will gain an understanding of their place within the world and how the past has shaped the present. Historical skills such as the understanding of the importance of evidence, understanding that there is always more than one interpretation of any event and knowing how to think critically will prepare the children for life in an increasingly complex modern world.

Implementation

To ensure high standards of teaching and learning in History we implement a curriculum that is progressive throughout the whole school. History is generally taught as the lead focus for a termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their historical skills in all areas of the curriculum, understanding their own heritage, and historical concepts demonstrated through the history of the United Kingdom & key periods in world history. Teachers plan lessons for their class using our progression of knowledge and skills documents. This progression document ensures the curriculum is covered and the skills/knowledge taught are progressive from year group to year group.

Impact

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. At St James' we measure the impact through regular assessment opportunities, discussions with the children and through evidencing the skills and knowledge within the children's written learning.

Coverage of key concepts

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Community and culture</p> <p><i>Pupils will recognise different communities throughout history, comparing these and recognising how each community was represented through their culture.</i></p>	<p>This is me! Own community</p>	<p>All Creatures Great and Small: Self/personal history. Stories shared in community</p> <p>Heroes and Villains: Key figures from history – impact on communities</p>	<p>Once Upon a Time: How stories can be passed down through communities</p> <p>Kings, Queens and Castles: Comparing life in different periods – Tudors vs modern</p> <p>What a Wonderful World:</p>	<p>Stone Age to Iron Age: Tribes, cave art, Stonehenge</p> <p>Ancient Greeks: Democracy, architecture,</p>	<p>Ancient Romans: Legacy, spread of Empire</p> <p>Raiders and Traders: Spread of Christianity</p>		<p>Hola Mexico: Ancient Mayan civilization</p>
<p>Conflict and disaster</p> <p><i>Pupils will recognise how communities are shaped by conflict, both internally and from external influences</i></p>	<p>Land Ahoy! Pirate battles</p>	<p>Heroes and Villains: Good vs Bad – are heroes always seen as good?</p>	<p>Once Upon a Time</p> <p>Kings, Queens and Castles:</p> <p>What a Wonderful World</p>	<p>Stone Age to Iron Age: Migration for survival</p> <p>Ancient Greeks: Different Greek 'tribes' and conflict within the nation</p>	<p>Ancient Romans: End of empire, impact of Mount Vesuvius</p> <p>Raiders and Traders: Invasion of Anglo-Saxons, religious conflict,</p>	<p>Vikings and Anglo-Saxons: Struggle for the kingdom of England</p>	<p>War and Peace: World War 2</p>
<p>Exploration and invention</p> <p><i>Pupils will identify how groups moved between countries as well as considering how they adapt to overcome problems by inventing. They will explore how boundaries change over time and how each civilisation left a legacy.</i></p>	<p>Land Ahoy! Pirate exploration</p>	<p>All Creatures Great and Small: George Mottershead - Chester Zoo. Development of modern wildlife parks.</p> <p>Heroes and Villains: Significant individuals and their legacy</p> <p>Journey to Africa: Transport and how this has changed over time</p>	<p>What a Wonderful World: Exploration of the World</p>	<p>Stone Age to Iron Age: Invention of tools, settlements and trade links</p> <p>Ancient Greeks: Architecture and Olympics</p>	<p>Raiders and Traders: Trade links, regression of invention</p> <p>Ancient Romans: Underfloor heating, roads, concrete</p>	<p>Ancient Egyptians: Inventions</p>	<p>Hola Mexico: Ancient Mayan inventions</p>

<p>Hierarchy and power</p> <p><i>Pupils will explore the social structure of different communities and civilisations. They will recognise how democracy was established and developed throughout history.</i></p>	<p>This is me! School hierarchy</p>	<p>Heroes and Villains: Are all heroes powerful?</p>	<p>Kings, Queens and Castles: Monarchy</p>	<p>Stone Age to Iron Age: Tribes and chiefs, lack of unity</p> <p>Ancient Greeks: Democracy</p>	<p>Ancient Romans: Empire, social structure</p> <p>Raiders and Traders: King of Kent, regions within Kent, local taxes</p>	<p>Ancient Egyptians: Pharaohs, Slavery</p>	
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Skills and Knowledge

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Chronological awareness</p>	<p>To talk about past and present events in their own life.</p> <p>To talk about past and present events in the lives of family members.</p> <p>To name and describe people who are a different age to them.</p> <p>To begin to organise events using basic chronology, recognising that things have happened before they were born.</p> <p>To organise major events in their own past.</p>	<p>To sort objects into old and new</p> <p>To recount changes in own life over time</p> <p>To use words and phrases such as recently, before, after, now, later</p> <p>To identify whether stories are set in the present or the past</p>	<p>To order the life experiences of a significant individual</p> <p>To place events in chronological order</p> <p>To talk about how the life of someone beyond living memory was different to our lives</p>	<p>To read and understand timelines from Stone Age to Iron Age</p> <p>To understand that the past can be divided into periods (Stone Age, Bronze Age, Iron Age)</p> <p>To place the periods studied on a timeline</p> <p>To use terms such as ancient and modern when learning about the Greeks</p>	<p>To sequence historical periods between the Iron Age and Romans</p> <p>To sequence historical periods between the Romans and Anglo-Saxons</p> <p>To place any significant events from Ancient Romans in Britain to Anglo-Saxons correctly on a timeline (invasions, withdrawal)</p> <p>To use dates and terms such as AD, BC, CE, BCE, century, millennium and decade and apply them correctly to the period between the Iron Age and Anglo-Saxons</p>	<p>To understand the chronology of the Ancient Egyptian period</p> <p>To understand the chronology of Anglo-Saxons and Vikings and where they fit on a timeline, adding to previous history studied.</p> <p>To identify changes within the Ancient Egyptian period</p> <p>To identify changes within the Anglo-Saxon and Viking period</p>	<p>To use timelines to contrast, compare and explain change within the Mayan civilization</p> <p>To create a detailed timeline to explain the events leading up to and during WWII</p> <p>To find connections, contrasts and trends over time (linked to war- how it impacts the people)</p> <p>To compare the features of different wars studied.</p>

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge and understanding of significant aspects of history of Britain	<p>To talk about lives of the people around them and their roles in society.</p> <p>To talk about past and present events in their own life and in the lives of family members.</p>	<p>To name an important person or event that happened, near to where I live.</p> <p>To find out about important historical places near to where I live.</p>	<p>To describe or explain an important person or event that happened near to where I live.</p> <p>To identify why local events were important and begin to consider their impact on future generations.</p>	<p>To understand how historical events have impacted on the local area e.g. 1066, local castles</p>	<p>To give a broad overview of life in Britain from ancient until medieval times.</p>	<p>To give a broad overview of life in Britain from ancient times until the industrial revolution</p>	<p>To give a broad overview of life in Britain from ancient times until the present day</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge and understanding of significant aspects of history of wider world	<p>Talk about experiences that are familiar and how these may have been different in the past.</p>	<p>Talk about the way of life of people in the past through discussions about stories</p>	<p>Talk about the key features of ancient civilisations (pharaoh, Kings, Queens)</p>	<p>To Identify notable features of the ancient Greek civilisation.</p>	<p>To describe the significant aspects of the ancient Roman civilisation in terms of settlement, ways of life, trade, achievements, beliefs hierarchy</p> <p>To explain the legacy of the Ancient Romans and their impact in Britain</p>	<p>To explain the significant aspects of the ancient Egyptian civilisation</p>	<p>To analyse the significant aspects of ancient Maya civilisation.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Historical enquiry: Using evidence / communicating ideas	<p>To show an interest in books, artefacts, people and photos and ask questions about the past</p> <p>To explore images of familiar situations in the past.</p>	<p>To Investigate and ask questions about photos, stories and artefacts</p> <p>To reference stories when describing events or individuals</p> <p>To know how to find out about the past.</p>	<p>To know that printed sources, the internet, databases, photos, art, artefacts and buildings can be used to collect information about the past</p> <p>When using a source, ask why, what, who, where, how and when to ask questions about</p>	<p>To explore how historians have found out about <i>Stone Age/Iron Age artefacts, Ancient Greek written accounts</i></p> <p>To explain how historians have reached opinions about the Ancient Greeks</p>	<p>To explore about what is important in a historical account- <i>Roman written accounts (bias)</i></p> <p>To analyse which sources of evidence are most appropriate to answer questions based on the Ancient Romans</p>	<p>To explain how and why the techniques used by historians have changed and developed over time (comparison from Ancient Egypt to Anglo-Saxon and Viking periods)</p> <p>To devise historically valid questions about change, cause,</p>	<p>To evaluate the usefulness and accuracy of primary and secondary sources to inform us about World War II.</p> <p>To pursue historically valid enquiries including some they have framed, linked to the demise of the</p>

	<p>To talk about what they can see in photos and artefacts.</p> <p>To recognise that information can be retrieved from books and computers</p> <p>To explain knowledge about an event</p> <p>To comment on images of familiar situations in the past.</p>		<p>the past and find answers</p> <p>To explain how we know about major events or the lives of significant individuals</p>	<p>To explain why the chosen source is the best to find specific information (Ancient Greeks)</p>	<p>To explain the difference between primary and secondary sources (Ancient Romans, accounts, Artefacts, ruins)</p> <p>To construct informed responses by selecting and organising relevant historical information (Ancient Romans)</p>	<p>similarity and difference within Anglo-Saxon and Viking periods.</p> <p>To select the most appropriate source of evidence and use them to answer enquiries (link to Egyptians and Anglo-Saxon/Viking)</p>	<p>Ancient Maya civilization.</p> <p>To create relevant, structured and evidentially supported accounts linked to the events in WWII.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Historical enquiry – interpretations of history	<p>To explore stories both fiction and non-fiction, photos and artefacts</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>To understand what an archaeologist does</p>	<p>Identify different ways in which the past is represented</p>	<p>To identify the differences within contrasting versions of the same event - The Trojan war in Ancient Greece.</p>	<p>To understand that different versions of the past may exist, giving reasons for this. Anglo-Saxons, Christianity- mission of Augustine 587AD from Rome to King Aethelbert of Kent.</p> <p>To explain why it is sometimes difficult to know the truth about Historical events. (Anglo-Saxons and the introduction of Christianity, Rome point of view and Kent King.)</p>	<p>To suggest how and why contrasting arguments and interpretations of the past have been constructed (linked to King Tut and how he died)</p>	<p>To provide accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways (linked to WWII)</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Historical concept: Continuity and change	<p>To explore an understanding of changes over time</p>	<p>To develop an understanding of growth and changes over time</p>	<p>Look at the periods of history studied and explain what is different and what is similar in the way of life</p>	<p>For the Stone Age to iron Age identify elements of change and elements of continuity</p>	<p>Make links between main events, Roman Invasion and Anglo-Saxon 'Invasion'.</p> <p>To identify changes and continuity from</p>	<p>To identify and explain trends over time during Viking/Anglo-Saxon period</p>	<p>To reflect on the impact that World War II had on the continuity and change that occurred in the UK between 1930 and 1950</p>

	YR	Y1	Y2	Y3	Y4	Y5	Y6
					Iron age to Roman period. (introduction of democracy vs. conflict)		
Historical concept: Cause and consequence	To explore the past through settings, characters, and events encountered in books read in class and storytelling. ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling	To know why people did things, why events happened and what happened as a result	To explain how the actions of a significant individual or how a major event had an impact on the world or key people Use simple causation diagrams.	To describe the impact of a major event, referencing the cause (Olympics) To Identify the cause of change from Stone Age to Iron Age (use of tools and weapons)	To explain relationships between cause and consequence of the Anglo-Saxon period and the division of the kingdoms. To summarise consequences of the Anglo-Saxon period, and the influence of Christianity.	To explain how causes interrelate to cause an event or situation, Egyptian e.g the death of Rameses II Cleopatra. Classify the causes into types or groups, looking at Egyptian hierarchy	To select and combine information that might be a cause for the demise of the Maya civilization and create a coherent causal explanation To analyse the reasons for, and results of, historical events, situations and changes during WWII Analyse contrasting judgements about the impact of the Battle of Britain.
Historical concept: Similarity and difference	Recognise some similarities and differences between themselves and others and among families, communities and traditions. ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Make observations about different types of people, events and beliefs within a society	Link observations about different types of people, events and beliefs within a society to identify which are similar and which are different	Identify similarities and differences between ways of life in the Stone Age and Iron Age.	Describe social, cultural, religious and ethnic diversity in Britain during the Roman Empire.	Explain the diverse experiences and ideas, beliefs and attitudes of men, women and children Vikings and Anglo-Saxons	Analyse the reasons for the diverse experiences of different societies and produce a historical account from WWII (Anne Frank's diary, German soldier)
	YR	Y1	Y2	Y3	Y4	Y5	Y6

<p>Historical concept: Significance</p>	<p>To recognise that people have different beliefs and celebrate in special times in different ways.</p> <p>ELG: Talk about the lives of the people around them and their roles in society.</p>	<p>Talk about why someone was important</p>	<p>Write a simple historical account to show why someone was important</p>	<p>To identify historically significant people and events during the Ancient Greek civilisation (e.g. Pythagoras, Hippocrates, Archimedes)</p>	<p>To use sources to identify the significance of the eruption of Pompeii for the local area</p>	<p>To form opinions, with evidence, about the extent of the significance of the discovery if King Tut's tomb</p> <p>Analyse the significance of Vikings' invasion of Britain, in terms of their impact on today's society</p>	<p>Construct informed responses to the Maya civilisation that involve thoughtful selection and organisation of relevant historical information</p>
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Key Vocabulary

Previously taught

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Awareness	Past, then and now	present, future, recently, before, after, later, old, new, archaeologist, timeline	lifetime, society, recent, significant, compare	ancient, historical period, chronological	sequence, AD, BC, CE, BCE, century, millennium, decade,	continuity, duration, chronology,	Contrast, causes, legacy,
Knowledge and understanding	event, role,	history, experience	Tudor, Monarch, parliament, king, queen, castle, local, pharaoh, emperor	Stone Age, Bronze Age, Iron Age, Ancient Greeks, modern, democracy, philosophy, civilization, legacy, culture	Anglo-Saxons, Romans, Medieval, settlement, invasion, settlers, Christianity, trade, hierarchy, legacy	Ancient Egypt, Industrial revolution, pyramid, tomb, mummification, Nile,	Maya, Mesoamerican, society,

Historical enquiry	object, photograph, history book	Question, archaeologist, investigate	Information, source, answer, represent	Historian, opinion, specific, contrasting, truth, account	Historical account, analyse, evidence, primary source, secondary source, relevant, irrelevant, version, artefact	Enquiry, technique, valid, appropriate, argument, interpretation,	Evaluate, accurate, structured, account, plausible,
Historical concept: Continuity and Change	change, time	similarity	compare	continuity	Links, connection	trends	impact
Historical concept: Cause and consequence		Why, what happened, result	Impact, cause, effect		Consequence, relationship	Classify, interrelate	Demise, causal explanation
Historical concept: Similarity and difference	Same, different	observation		identify	diversity	analyse	
Historical concept: Significance	celebration	important	Account	Historical significance		extent	informed
Community and culture	Story, family	nation, community,	Ceremony, culture	civilization, myth, architecture, religion, settlement, art, communication, custom	monument, spread	trade	economy, inspiration, ritual, tradition, commemorate
Conflict and disaster		border		invade, trade, peace, military, war, diplomacy, settle	plague, settle, occupation, frontier, conquest,	surrender,	conquest, liberation, treaty
Exploration and invention	journey	tools	voyage, discovery	migration, progress	navigation,		
Hierarchy and power	protection	law, leader	kingdom, ruler, government, parliament, monarchy	democracy, equality, slavery, tyranny, authority, inheritance	empire, oppression, dynasty, prejudice	peasantry, poverty, protection,	