

History

During each key stage pupils complete projects focused on an area of History as part of their curriculum. The projects are organised in a three-year cycle in KS1 and a four-year cycle in KS2. Pupils learn specific knowledge in each project and deepen their understanding across each key stage, including the use of key concepts.

National Curriculum Aims

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

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

Key Concepts

During history projects pupils explore the following key concepts:

- Pupils learn about the experiences of both wealthy and poor people and/ or pupils learn about the life of a child, including whether their rights would have been respected at that time
- Pupils learn about how the project is part of a chronology

KS1 Specific knowledge within the projects

Year A	Toys	Christopher Columbus
	Pupils learn about Toys their parents and grandparents would have played with. Pupils learn about how to order objects in chronological order.	Pupils learn about the life of Christopher Columbus, including his achievements in discovering the Americas.
Year B	Landing on the moon	Thomas Beckett
	Pupils learn about the first landing on the moon. Pupils learn about the impact the landing had on the world. Pupils learn about how the astronauts and why they are famous.	Pupils learn about the Thomas Beckett and his death in Canterbury Cathedral.
Year C	Elizabeth I & Queen Victoria	Dover Castle
	Pupils learn about key events in the lives of Elizabeth I and Queen Victoria. Pupils learn about what it was like to be a child in Elizabethan and Victorian time.	Pupils learn about how Dover Castle has been used in different periods of time. Pupils learn about how Henry II built Dover Castle and how the castle was used in World War II.

KS2 Specific knowledge within the projects		
Year A	Prehistoric Britain	Mayans
	Pupils learn about people being hunter-gatherers and how early farming was developed. Pupils learn about hill forts and how land was used within and without the forts. Pupils learn how we know about Prehistoric Britain and the people who lived then.	Pupils learn about art, religion, culture and how Mayan's lived in 900AD. Pupils learn about how to make comparisons with British history. Pupils learn how we know about the Mayan's and the people who lived then.
Year B	Roman Britain	Victorians
	Pupils learn about the Romanisation of Britain, including the impact of technology, culture and beliefs. Pupils learn about Canterbury in Roman times and what evidence of the Romans is left now. Pupils learn about how we know about Roman Britain and the people who lived then.	Pupils learn about the social history of people during the Victorian period. Pupils learn about the life of wealthy and poor people. Pupils learn about crime and punishment. Pupils learn how we know about the Victorians and the people who lived then.
Year C	Anglo Saxons	Egyptians
	Pupils learn about the live of Edward the Confessor. Pupils learn about the development of art and culture. Pupils learn about Christian conversion and impact this had on Britain. Pupils learn about how we know about the Anglo Saxons and the people that lived then.	Pupils learn about the achievements of an early civilization. Pupils learn about Egyptians and their art, culture and about the lives of Egyptian people. Pupils learn about how we know about the Egyptians and about the people who lived then.
Year D	Viking Britain	Ancient Greece
	Pupils learn about raids and invasions which occurred in Britain. Pupils learn about the impact this had on Britain and peoples lives. Pupils learn about how we know about the Vikings and the people that lived then.	Pupils learn about Ancient Greece and the influence it has had on the western world. Pupils learn about the lives of the Greeks. Pupils learn about how we know about Ancient Greece and the people who lived then.
Deepening Understanding		
<p>When learning during the history projects pupils will deepen their knowledge in:</p> <ul style="list-style-type: none"> • Chronological understanding, making connections, contrasts and trends over time • Being able to ask historical questions about similarities and differences, changes or the cause of change and the significance of historical events • Constructing effective pieces of written work which convey information • Historical terms 		
Year Group Learning Expectations		
KS1		
Year A	Toys	Christopher Columbus
	<ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age 	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous

	<ul style="list-style-type: none"> Know that children's lives today are different to those of their parents and grandparents 	
Year B	Landing on the moon	Thomas Beckett
	<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born 	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous
Year C	Elizabeth I & Queen Victoria	Dover Castle
	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago
KS2		
Year A	Prehistoric Britain	Mayans
	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know what is meant by 'hunter-gatherers' Know the main differences between the stone, bronze and iron ages 	<ul style="list-style-type: none"> Know about the impact that the Mayan civilization had on the world.
Year B	Roman Britain	Victorians
	<ul style="list-style-type: none"> Know how the Roman occupation of Britain helped to advance British society Know about at least one famous Roman emperor Know how the lives of wealthy people were different from the lives of poorer people Use a time-line to show when the Romans were in England 	<ul style="list-style-type: none"> Know how Britain has had a major influence on the world Know how the lives of wealthy people were different from the lives of poorer people Know how people were punished in Victorian times Use a time-line to show when the Victorians were in England
Year C	Anglo Saxons	Egyptians
	<ul style="list-style-type: none"> Know about how the Anglo-Saxons attempted to bring about law and order into the country and Christian conversion Know some Anglo Saxon art Know how the lives of wealthy people were different from the lives of poorer people Know how we know about Anglo Saxons 	<ul style="list-style-type: none"> Know about the features of the Ancient Egypt. Know some Ancient Egyptian art Know how the lives of wealthy people were different from the lives of poorer people Use a time-line to show when Ancient Egypt was

	<ul style="list-style-type: none"> Use a time-line to show when the Anglo-Saxons were in England 	
Year D	Viking Britain	Ancient Greece
	<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons Know how the lives of wealthy people were different from the lives of poorer people Use a time-line to show when the Vikings were in England 	<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans Know about the influence the Gods had on Ancient Greece Know at least five sports competed in the Ancient Greek Olympics

Year Group Learning Expectations

Pupils make historical comparisons:

Year 1: Recognise the difference between past and present in their own and others' lives
Year 2: Compare two versions of a past event, including comparison of pictures or photographs
Year 3: Comparison between two periods of time, including dates when they happened
Year 4: Comparison between more than two periods of time
Year 5: Comparison between more than two periods of time, including explanations on how and why things have or have not changed
Year 6: Summarise main events in history, including explanations on how and why things have or have not changed

Pupils use historical language:

(In the following progression and incorporating project specific vocabulary)

Year 1:

a long time ago, when I was little, past, since I was born, famous, celebrate, event(s), queen, king, rule, years, difference, object, artefact, picture, photograph, explain, used for

Challenge: chronological order, recent history, very old, when mummy and daddy were little, before, after, historical event, past/present, succeed/succession

Year 2:

before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, when grandparents were young, Britain, parliament, older person, source, research, Briton

Challenge: locality, democracy, eye-witness account

Year 3:

BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, similarities/ differences, information finding skills, historical information, historian

Challenge: war, distress, bloodshed, specific reason, homesick

Year 4:

recent history, time difference, shape our lives, religious differences, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view

Challenge: way of life, dictated, availability, food sources, developments, inventions, impact on health/ education, aspect

Year 5:

comparison, role of Britain, Christian values, crime, punishment, hypothesis

Challenge: specific features of a time period, (e.g. medicine/ weaponry/ transport), plague, medicine, healthcare, influence

Year 6:

societies, summarise, major influence, world history, civilizations, changes/ continuity, persuade, viewpoint, propaganda

Challenge: advancements, causes in history, British Empire, helped/ hindered relationships, mono-cultural/, multi-cultural society, interpretations, significant

Pupils order events chronologically:

Year 1: Sequence events in their life or objects from distinct periods of time in chronological order
Year 2: Sequence artefacts, photos and events closer together in time
Year 3: Use a timeline within the project they are studying to order events
Year 4: Plot events on a timeline, including reference to centuries
Year 5/6: Draw a timeline including different historical periods, identifying key historical events or lives

Pupils construct effective pieces of written work which convey historical information:

Year 1: Describing events and retelling stories using simple historical terms
Year 2: Describing what/who was significant in simple historical accounts using a variety of historical terms and concepts
Year 3: Describing the events effectively
Year 4: Including comparison
Year 5: Including explanation
Year 6: Constructing from a range of different sources