

 **As a school, we have set our curriculum intent with our children at the centre.**

**Our curriculum is designed to achieve strong outcomes, positive mental and physical health, resilience and identity: reflecting our vision of ‘life in all its fullness**

**Our history curriculum is based on the following principles:**

* Ensure that children have a deep-rooted understanding of history in their local area.
* This is then broadened to consider the impact of historical periods on Britain, their community and them as children, considering both historical periods within this country and in the wider world.
* Children consider how their lives have changed compared to those of the past, reflecting on the sacrifices made by others to provide them with the opportunities for future success.
* An acknowledgement that children need to revisit and systematically build on their historical knowledge year on year. This recognises the fact that for many of our children, school is the main source of this knowledge. To ensure that children build on their knowledge of the chronology of historical periods, all year groups will review previous learning, discussing where periods of history already learnt sit on a timeline.
* Children are immersed in age-appropriate historical vocabulary in all year groups to ensure that they have the subject-specific language skills required to communicate their understanding.
* The history curriculum provides real-life opportunities to apply and deepen their skills and knowledge in the core curriculum subjects ensuring that they can understand the rationale behind learning in these area

This document shows the coverage and progression of skills History at Bishops Lydeard Church School.

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|  | **Year 1/2** |  | **Year 5/6** |
|  | Pupils should be taught about: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements.* Significant historical events, people and places in their own locality.
 | Pupils should be taught about: • Changes in Britain from the Stone Age to the Iron Age • 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 • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • A local history study |
| **Suggested focussed enquiries/topics** | How have children’s lives changed? (locally/nationally) | Who was the greatest explorer? | What is your super power? (significant historical events and people) | Who were the invaders? (Anglo Saxon/Viking) | How did they do that? (Ancient Civilisations- Eygpt) | Where do we come from? (Stone Age-Iron Age/Romans) | Have we made it better? (Theme in British History- inventions) | What did the Greeks do for us? | Whose footsteps do we follow in? (local history/Victorians- WW1-WW2 | What lies in the hidden world? (non-European society contrast- Mayans) |

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| **Year 1/2****Year A** | **Year 1/2****Year A** | **Year 1/2****Year A** |
| Term 1/2 | Term 3/4 | Term 5/6 |
| Geography objectives | Use common words and phrases relating to the passing of time | Science objectives |
|  | The lives of significant individuals who have contributed to international achievements (compare aspects of life in different periods) |  |
|  | The lives of significant individuals who have contributed to national achievements  |  |
|  | Significant events beyond living memory. |  |
|  | Use common words and phrases relating to passing of time.  |  |
|  | Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  |  |
|  | Ask and answer questions, to show that they know and understand key feature of events.  |  |
|  | Use a wide vocabulary of everyday historical terms. |  |
| **Year 1/2****Year B** | **Year 1/2****Year B** | **Year 1/2****Year B** |
| Term 1/2 | Term 3/4 | Term 5/6 |
| Identify similarities and differences between ways of life in different periods | Know where the people and events they study fit within a chronological framework | Geography objectives |
| Understand some of the ways in which we can find out about the past and identify different ways in which it is represented.  | Ask and answer questions to show that they know and understand key features of events |  |
| Changes within living memory (aspects of change in national life) | Significant events beyond living memory |  |
| The lives of significant individuals who have contributed to international achievements (compare aspects of life in different periods. | The lives of significant individuals who have contributed to international achievements (compare aspects of life in different periods. |  |
| Use common words and phrases relating to the passing of time | Significant historical events, people and places in their own locality.  |  |

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| **Year 3/4****Year A** | **Year 3/4****Year A** | **Year 3/4****Year A** |
| Term 1/2 | Term 3/4 | Term 5/6 |
| Science objectives  | Note connections, contrasts and trends over time, develop appropriate use of historical terms.  | Note connections, contrasts and trends over time, develop appropriate use of historical terms.  |
|  | Address and sometimes devise historically valid questions about change cause similarity and difference and significance  | Address and sometimes devise historically valid questions about change cause similarity and difference and significance  |
|  | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  |
|  | Understand how our knowledge of the past is constructed from a range of sources.  | Understand how our knowledge of the past is constructed from a range of sources.  |
|  | 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 Chins | Continue to develop a chronologically secure knowledge and understand of British, local and world history, establishing clear narratives within and across the periods they study. |
|  |  | Changes in Britain from the Stone Age to the Iron Age |
|  |  | The Roman Empire and its impact on Britain. |

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| **Year 3/4****Year B** | **Year 3/4****Year B** | **Year 3/4****Year B** |
| Term 1/2 | Term 3/4 | Term 5/6 |
| Geography objectives | Note connections, contrasts and trends over time, develop appropriate use of historical terms.  | Geography objectives  |
|  | Address and sometimes devise historically valid questions about change cause similarity and difference and significance  |  |
|  | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  |  |
|  | Understand how our knowledge of the past is constructed from a range of sources.  |  |
|  | 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 |  |
|  | Britain’s settlement by Anglo-Saxons and Scots |  |
|  | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  |

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| **Year 5/6****Year A** | **Year 5/6****Year A** | **Year 5/6****Year A** |
| Term 1/2 | Term 3/4 | Term 5/6 |
| Note connections, contrasts and trends over time, develop appropriate use of historical terms.  | Science objectives | Note connections, contrasts and trends over time, develop appropriate use of historical terms.  |
| Address and sometimes devise historically valid questions about change cause similarity and difference and significance  |  | Address and sometimes devise historically valid questions about change cause similarity and difference and significance  |
| Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  |  | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  |
| Understand how our knowledge of the past is constructed from a range of sources.  |  | Understand how our knowledge of the past is constructed from a range of sources.  |
| 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 |  | 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 |
| A local history study |  | A non-European society that provides contrasts with British History-one study chosen from: early Islamic civilization, including a study of Baghdad c.AD900; Mayan civilization c.AD900 Benin (West Africa) c AD 900-1300 |
| A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 |  |  |

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| **Year 5/6****Year B** | **Year 5/6****Year B** | **Year 5/6****Year B** |
| Term 1/2 | Term 3/4 | Term 5/6 |
| Note connections, contrasts and trends over time, develop appropriate use of historical terms.  | Science objectives | Note connections, contrasts and trends over time, develop appropriate use of historical terms.  |
| Address and sometimes devise historically valid questions about change cause similarity and difference and significance  |  | Address and sometimes devise historically valid questions about change cause similarity and difference and significance  |
| Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  |  | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  |
| Understand how our knowledge of the past is constructed from a range of sources.  |  | Understand how our knowledge of the past is constructed from a range of sources.  |
| 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 |  | 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 |
| A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066. |  | Ancient Greece- a study of Greek life and achievements and their influence on the Western world. |
| Local history study |  |  |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronology** | Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time | Year 1 skills and: show where places, people and events fit into a broad chronological framework Begin to use dates | Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline | Year 3 skills and: Use correct terminology to describe events in the past | As Year 3/4, and Use greater depth and range of knowledge | As Year 5 and Use greater depth and range of knowledge in the contexts. Be able to share their knowledge with others.  |
| **Historical terms** | With support, develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my …. were younger, years, decades, centuries | With a deeper understanding, develop the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my …. were younger, years, decades, centuries | Develop use of appropriate subject terminology, such as: empire, civilisation, monarch | Develop and use in appropriate context use of appropriate subject terminology, such as: empire, civilisation, monarch | Record knowledge and understanding in a variety of ways, using dates and key terms appropriately  | Record knowledge and understanding in a variety of ways, using dates and key terms appropriately and be able to present this to help others |
| **Historical Enquiry** | Ask and begin to answer questions about events e.g. When? What happened? What was it like…? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites | Year 1 skills and: choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways | Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources | Year 3 and: Construct and organise responses by selecting relevant historical data | Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past | Year 5 skills and: Construct and organise response by selecting and organising relevant historical data |
| **Interpreting History** | Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays | In more detail, identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays | Be aware that different versions of the past may exist and begin to suggest reasons for this | Be aware that different versions of the past may exist and explain/describe reasons for this | Understand that the past is represented and interpreted in different ways and give reasons for this | Understand that the past is represented and interpreted in different ways and that this can be presented to others in certain ways.  |
| **Continuity and Change** | Discuss change and continuity in an aspect of life, e.g. holidays | Discuss change and continuity in an aspect of life, e.g. holidays and record this in varying ways | Describe and begin to make links between main events, situations and changes within and across different periods and societies | Describe and make links between main events, situations and changes within and across different periods and societies | As Year 3/4, and Use a greater depth of historical knowledge | As year 5 and use a greater depth of historical knowledge that can be presented to others |
| **Causes and Consequences** | Recognise why people did things Recognise why some events happened | Year 1 skills and: Recognise what happened as a result of people’s actions or events | Identify and give reasons for historical events, situations and changes  | Identify some of the results of historical events, situations and changes | Begin to offer explanations about why people in the past acted as they did | Offer explanations and evidence about why people in the past acted as they did |
| **Similarities/Differences** | Identify similarities and differences between ways of life in different periods, including their own lives | Identify similarities and differences between ways of life in different periods, including their own lives and record this | Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual and share this in a research project. | Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual and share this with others | As year 5 but in greater depth: Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual and share this with others |
| **Significance**  | With support: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why | Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why | With support: Identify and begin to describe historically significant people and events in situations | Identify and begin to describe historically significant people and events in situations- recording this information | Give reasons why some events, people or developments are seen as more significant than others | Digging deeper: Give reasons why some events, people or developments are seen as more significant than others |