

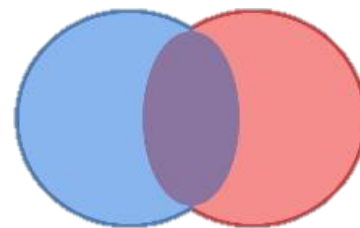


SANDY LANE PRIMARY SCHOOL

HISTORY CURRICULUM



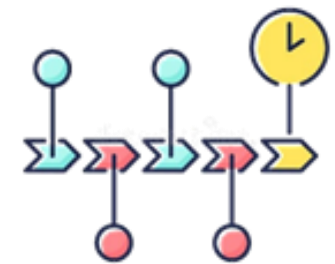
Cause and
consequence



similarity,
difference and
significance



investigate
and interpret



chronology

HISTORY CURRICULUM AT SANDY LANE PRIMARY SCHOOL

Intent

At Sandy lane we believe that History is the key to helping children build up a clear, chronological understanding of the past of Britain and the wider world. Our teaching inspires children's curiosity to know more about the past and equips them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective judgements. Children's progression through school builds their identity and creates for them an understanding of the past, equipping them with the wisdom to face challenges in their lives.

Implementation

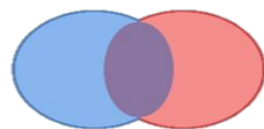
History is taught through a creative curriculum . Throughout the school our children are exposed to a range of exciting and relevant topics enhancing their skills as Historians. These topics also establish a clear understanding of historical concepts , including chronology, cause and consequence, similarity, difference and significance of historical events, and cause and consequence. We establish themes through the key stages and link Historical time periods. Each topic is taught in a block unit- using cross curricular links to embed the learning.

Children learn about their local History and the wider world. They learn about significant Historical figures and the effects they have had on our lives today. We use the Big Idea to introduce a Historical based question , the children then develop a range of skills and knowledge – these are set out in the I Can statements at the start of the unit of work. The children then complete a range of tasks and activities to gain the knowledge and skills before answering the Big Idea question.

The Big Idea is accessible to learners at all levels, encouraging children to discuss, share and ask questions about History, promoting curiosity and deepening learning.



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Impact

As a result of our clear skills progression, topic planning and quality teaching and learning;

- Children will be able to use Historical vocabulary to talk about past events
- Children will have a chronological understanding of the past of Britain and key Historical events around the world.
- Children will develop a curiosity about the world around them.
- Children will question and gather evidence to deepen their understanding of past events.

Children will be able to talk about key historical people and the impact they have had on our lives today.

History National Curriculum and EYFS Statutory Framework

[EYFS](#)

We have selected the Early Learning Goals that link most closely to the History National Curriculum taught in the rest of the school. Level expected at the End of EYFS: [Understanding the World](#)

Past and Present ELG:

- Describe talk about the lives of people around them and their roles in society
- Know some of the similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

[KS1 National Curriculum](#)

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. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

[KS2 National Curriculum](#)

Pupils should be taught about:

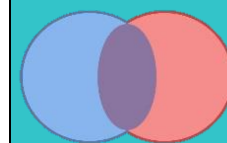
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or 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](#)

PROGRESSION OF KNOWLEDGE AND SKILLS



Chronology

KS1	LKS2	UKS2
<p>KS1 History National Curriculum: 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time order dates from earliest to latest on simple timelines sequence pictures from different periods describe memories and changes that have happened in their own lives 	<p>KS2 History National Curriculum: 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<p>KS2 History National Curriculum: 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately accurately use dates and terms to describe historical events understand and describe in some detail the main changes to an aspect in a period in history understand how some historical events/periods occurred concurrently in different locations



Similarity, Difference and Significance

KS1	LKS2	UKS2
<p>KS1 History National Curriculum: Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present identify similarities and differences between ways of life in different periods know and recount episodes from stories and significant events in history understand that there are reasons why people in the past 	<p>KS2 History National Curriculum: Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> find out about the everyday lives of people in time studied compared with our life today identify key features, aspects and events of the time studied describe connections and contrasts between aspects of history, people, events and artefacts studied 	<p>KS2 History National Curriculum: Pupils should deepen their understanding of connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children

<p>acted as they did</p> <ul style="list-style-type: none"> describe significant individuals from the past 		
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 Cause and Consequence

KS1	LKS2	UKS2
<p>KS1 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> identify things in the past that have shaped their lives today 	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes explain how people and events in the past have influenced life today Suggest causes and consequences of some of the main events and changes in history 	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people examine causes and results of great events and the impact these had on people

 Investigate and Interpret

KS1	LKS2	UKS2
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<p>KS1 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none">• talk, write and draw about things from the past• use historical vocabulary to retell simple stories about the past• Use artefacts, pictures, stories, online sources and databases to find out about the past• Observe or handle evidence to ask questions and find answers to questions about the past• Ask questions such as: What was it like for people? What happened? How long ago?• identify some of the different ways the past has been represented	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none">• present, communicate and organise ideas about the past (examples include: models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides)• start to present ideas based on their own research about a studied period use evidence to ask questions and find answers to questions about the past• use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history• describe different accounts of a historical event, explaining some of the reasons why the accounts may differ	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none">• present, communicate and organise ideas from the past using different genres of writing (examples include: instructions, accounts, diaries, letters, information/travel guides, posters, news reports)• plan and present a self-directed project or research about the studied period• use and select sources of evidence to deduce information about the past giving reasons for choice• understand that no single source of evidence gives the full answer to questions about the past
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Key Vocabulary

KS1

History
 Past
 Present
 Time
 Today
 Yesterday
 Tomorrow
 Future
 Here
 Now
 Then
 Last week
 Month
 Last year
 X years ago
 A long ago
 Child/ children
 Teenager
 Parent/ grandparent
 Senior citizen
 Old/ older
 Life
 Death
 Died
 Ancient
 Change
 Changes
 Hours
 Weeks
 Years
 Decade
 Royal
 Throne
 Crowned
 King/ queen
 Artefact
 Object
 Museum
 Compare
 Similar/ different
 When/ why?
 role

Reign
 Castle
 Significant
 Famous
 Special
 Modern
 People
 Event
 British
 Britain
 Local
 National
 Timeline
 Order
 Memory
 Remember
 Remembrance
 Anniversary
 First/ last
 Birth
 Birthday
 Born
 Young/ younger
 Century
 Hundred
 Thousand
 Millions
 AD/ CE
 BC/ BCE
 Before/ after
 Monarch/ monarchy
 Kingdom

KS2

Chronology
 Chronological
 Duration
 Sequence
 Political
 Religious
 Social
 Timescale
 Timeline
 Commemorate
 Anniversary
 Centenary
 Centenarian
 Narrative
 Remembrance
 Impact
 Invasion
 Culture
 Beliefs
 Settlements
 Achievements
 Archaeology
 Diversity
 Society
 Significant
 Significance
 Cause
 Causation
 Consequence
 Similarity
 Difference
 Trends
 Interpretation
 Hypothesis
 Britain
 British
 National
 International
 Empires
 Emperor
 Conquer
 Civilisation
 Viking
 Romans
 Medieval
 Middle ages
 Peasant
 Georgians
 Victorians
 Tudors
 Stuarts
 Monarch
 Monarchy
 Aristocracy
 Ancient
 Earliest
 Prehistoric
 Prehistory
 Century
 Millennium
 Parliament
 Democracy
 Government
 Archaeologist
 Explorer
 Artefact

Conquest
 Islam
 Islamic
 Greeks
 Grecian
 Egypt
 Egyptian
 Sumer
 Sumerian
 Shang
 Maya
 Era
 Migration emigrant/ immigration
 AD, BC
 CE, BCE
 Source
 Primary source
 Primary evidence
 Secondary source
 Secondary evidence
 Evidence
 Analyse
 Hypothesis
 Oral history
 Narrative
 Investigation
 Infer
 Inference
 Change
 Continuity
 Events
 Centurion
 Stone age
 Neolithic
 Palaeolithic
 Mesolithic
 Hunter-gatherer
 Bronze age
 Iron age
 Celts
 Anglo-Saxons
 Dark ages
 Christianity
 Monastery
 Monk
 Normans