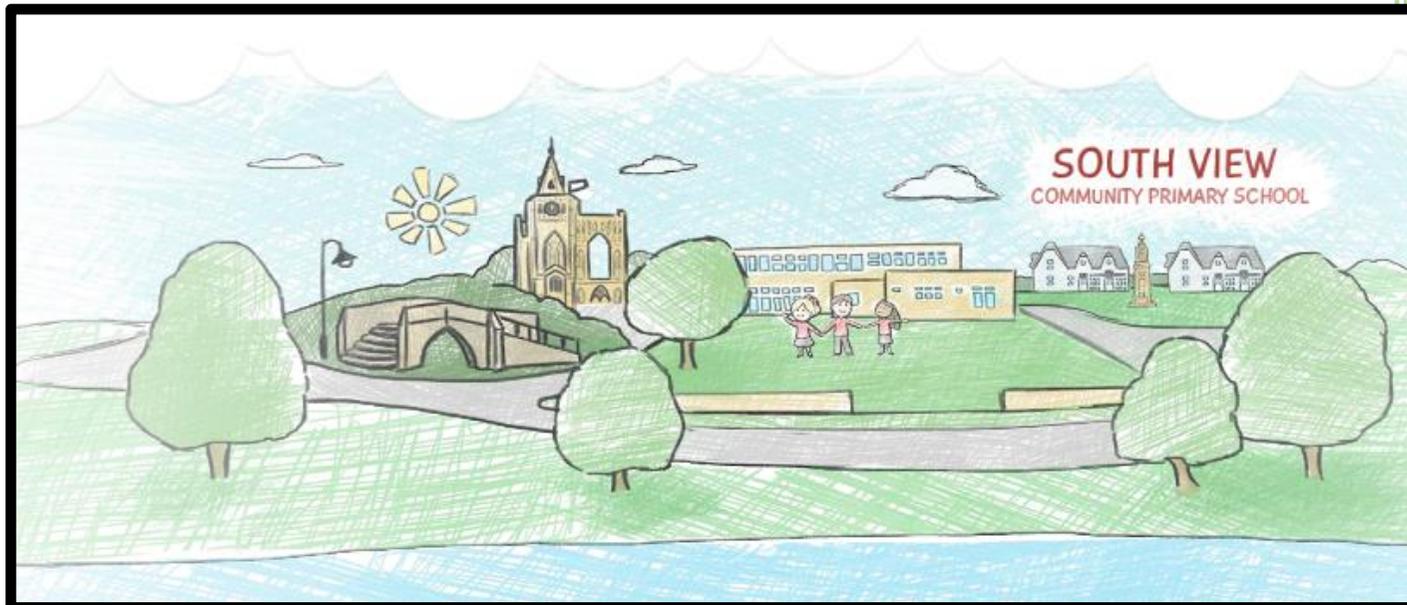


South View Community Primary School

Our History Curriculum



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Goodson

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1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long-term memory of an ambitious body of procedural and semantic knowledge.

‘A people without the knowledge of their past history, origin and culture is like a tree without roots.’ Marcus Garvey

2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- ❖ Our children will develop vocabulary so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- ❖ Our children will leave South View as successful readers. They will 'learn to read' and consequently 'read to learn'.
- ❖ Our children will explore their own cultures, surroundings and emotions and those of others, to gain a wider understanding of the world and their place within it.

3. HISTORY INTENT

Key Strand: Curriculum – Intent. Our History curriculum will –

- Inspire a love and passion for History
- Embed the concept of chronology with our children, to understand how periods of history interlink and connect across the world.
- Provide children with knowledge, skills and strategies to understand the past and how this influences the present
- Connect key historical concepts so that, as children continue to study, they develop a deeper understanding of local, national and world History
- Develop a curiosity, fascination and respect about the world and its people that will remain with them for the rest of their lives.

4. MEETING THE NEEDS OF ALL CHILDREN IN HISTORY

In South View, we are striving to further adapt our curriculum and teaching methods to meet the needs of ALL pupils, particularly those who are disadvantaged, have SEND needs or are of high-ability.

Supporting children with Special Educational Needs and Disabilities

Cognition and Learning		Communication and Interaction	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Conceptual understanding of chronology.</p> <p>Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers)</p> <p>Low attainment in literacy can present barriers to activities.</p>	<p>Use of simplified visual activities to support children's understanding.</p> <p>Use of simplified, dual coded resources e.g. knowledge organisers. Potentially additional support during lessons.</p> <p>Differentiate to provide shorter, simplified texts.</p> <p>Teacher / TA support for children during lessons to access learning.</p> <p>Use of writing frames to support children access activities.</p>	<p>Language difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p>	<p>Teacher / TA support for children during lessons to access learning.</p> <p>Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.</p> <p>Simplified step by step instructions.</p>

Physical and sensory		Social Emotional and Mental Health	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Children with sensory impairments may find it difficult to observe historical artefacts.</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Day trips to museums or places of historical significance may be difficult.</p>	<p>Teacher / TA support for children during lessons to access artefact observation.</p> <p>Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning.</p> <p>When planning school trips ensure facilities are appropriate and accessible for all children.</p>	<p>If children believe they cannot be successful in class they may become frustrated and withdraw.</p> <p>Children may find certain lessons upsetting or triggering (for example lessons about war)</p>	<p>Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible.</p> <p>Ensure content being used in lesson is not overly distressing for any children in class.</p>

5. HISTORY LONG TERM CONCEPT PLAN

Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Foundation Stage	Ourselves	People Who Help Us	Planning for Spring and Summer Terms are based on the children's interests.			
Local History/Trips	Local Visits from ambulance					

Year One		Super South View and Cracking Crowland		Castles, Kings and Queens	Under the Sea Beside the Seaside	
Local History/Trips	Local history study of Crowland					
Year Two		Fire! Ferocious Fire! Great Fire of London	World Explorers Captain Scott			
Local History/Trips						
Year Three	Stone Age	Bronze Age to Iron Age			Romans	
Local History/Trips	Flag Fen focus, Crowland farming					
Year Four	Smashing Saxons		Walk Like an Egyptian		Life as a Victorian	
Local History/Trips						
Year Five		The Vicious Vikings	Crime and Punishment			The Ancient Greeks
Local History/Trips	Stibbington – Viking Day. Links to Justice System in Peterborough (local trials)					
Year Six	WW1	WW2				Ancient Maya
Local History/Trips	Local impact during the Wars, Trip to local memorial, Natural History Museum.					

6. HISTORY KNOWLEDGE PROGRESSION



History Knowledge Progression

Early Years Outcomes	KS1 National Curriculum Aims	KS2 National Curriculum Aims
<p><u>Three and Four-Year-Olds</u> Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. <p><u>Reception</u> Understanding the World</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. # <p><u>ELG</u> Understanding the World Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some 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. 	<p>KS1: To develop an awareness of the past using common words and phrases relating to the passing of time. <i>E.g. before I was born, when I was younger...</i> <i>Using words such as: before, after, past, present, then, now correctly.</i></p> <p>To know where people they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught: Changes within living memory - where possible aspects of change within national life; events beyond living memory significant nationally or globally (e.g. The Great Fire of London, the first aeroplane flight, events commemorated through festivals or anniversaries)</p> <p>To know about lives of significant individuals who have contributed to national and international achievements (e.g. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, Mary Seacole, Florence Nightingale)</p>	<p>Pupils 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>They note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They construct informed responses that involve thoughtful selection and organisation of relevant historical information,</p> <p>They understand how our knowledge of the past is constructed and shaped from a range of sources.</p> <p>In planning progression, we at South View, ensure that British, that we teach both local and world history and encourage our pupils in further research to deepen their understanding.</p> <p>Pupils will learn about various events from: Changes in Britain from Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlements by Anglo-Saxons and Scots, the Vikings and Anglo-Saxon Struggle, British history beyond 1066, achievements of the earliest civilisations, Ancient Greece and a non-European society</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overarching themes and concepts						
	<u>South View and Crowland</u> Legacy and Achievement Continuity and Change Settlements and Society	<u>Great Fire of London</u> Settlements and Society Continuity and Change Rich and Poor Handling Evidence	<u>Stone Age</u> Continuity and Change Beliefs Conflict Legacy and Achievements Settlements and Society Rich and Poor Handling Evidence	<u>Anglo Saxons</u> Continuity and Change Beliefs Settlements and Society Handling Evidence	<u>Vikings</u> Beliefs Conflict Legacy and Achievements Settlements and Society Handling Evidence	<u>WW1</u> Continuity and Change Conflict Handling Evidence
	<u>Castles, Kings and Queens</u> Rich and Poor Continuity and Change Legacy and Achievements Beliefs Conflict	<u>World Explorers</u> Legacy and Achievements Rich and Poor Transport and Trade	<u>Bronze Age-Iron Age</u> Continuity and Change Beliefs Conflict Rich and Poor Settlements and Society Handling Evidence	<u>Ancient Egypt Earliest civilisations</u> Beliefs Legacy and Achievements Transport and Trade Settlements and Society Handling Evidence	<u>Crime and Punishment</u> Continuity and Change Beliefs Conflict Rich and Poor Handling Evidence	<u>WWII</u> Continuity and Change Beliefs Conflict Settlements and Society Handling Evidence
	<u>The Seaside</u> Continuity and Change Transport and Trade Handling Evidence		<u>Romans</u> Continuity and Change Beliefs Conflict Transport and Trade Rich and Poor Handling Evidence	<u>Life as a Victorian</u> Beliefs Continuity and Change Legacy Rich and Poor Handling Evidence	<u>Ancient Greece</u> Beliefs Legacy and Achievements Settlements and Society Rich and Poor Handling Evidence	<u>Ancient Maya</u> Beliefs Conflict Settlements and Society Rich and Poor

Chronological understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk about past and present events in their own lives.</p> <p>Children talk about past and present events in the lives of family members</p> <p>Children know that the past is something that has happened and that the present is something happening now.</p> <p>Children use and understand the vocabulary: yesterday, last week, at the weekend, this morning, last night.</p>	<p>Children confidently recount changes in their lives. Southview and Crowland, Seaside (then and now)</p> <p>Children describe how things have changed since their parents or grandparents were children. To understand that when talking about this they are talking about the past. South View and Crowland, Seaside (then and now)</p> <p>Place three objects in chronological order (recent history) on a time line. Castles, Kings and Queens, Seaside (then and now)</p> <p>Use dates to talk about people or events from the past. Castles, Kings and Queens, South View and Crowland,</p> <p>Use vocabulary such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/ carers' lifetime, South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p>	<p>Children use the words past and present when discussing an event. Great fire of London World Explorers</p> <p>Children place events or artefacts in order on a timeline. Great fire of London World Explorers</p> <p>Use dates to talk about people or events from the past. Great fire of London World Explorers</p> <p>Connect their new learning of historical people or events to previous learning. E.g. connecting year 1 work on castles and kings and queens to London and Great fire of London work. Great fire of London</p> <p>Chn to understand and use vocabulary such as: in order, a long time ago, recently, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>Children use dates and historical terms to describe events. Stone-Age, Bronze Age-Iron Age and Romans</p> <p>To know that a timeline can be divided into BC and AD. Stone-Age, Bronze Age-Iron Age and Romans</p> <p>Set out the order things may have happened in history topics taught. Stone-Age, Bronze Age-Iron Age and Romans</p> <p>Recognise different time periods that exist. Stone-Age, Bronze Age-Iron Age and Romans</p> <p>Chn to understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade. Bronze Age-Iron Age, Stone-Age and Romans</p>	<p>Use AD and BC on their timelines and have an understanding what this means. Anglo – Saxons and Ancient Egypt.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened. Ancient Egypt</p> <p>Recognise and quantify the different time periods that exist. Anglo – Saxons and Ancient Egypt.</p> <p>Chn to understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, civilisation, century, Anglo – Saxons and Ancient Egypt.</p>	<p>Use dates and historical terms accurately in describing events. Vikings, Crime and Punishment and Greeks</p> <p>To confidently use AD and BC on timelines know what this means. Vikings and Greeks</p> <p>Identify periods of rapid change in history and begin to contrast them with times of relatively little change. Crime and Punishment</p> <p>Create timelines which outline the development of specific features, such as Crime and Punishment .</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line Vikings, Greeks, Crime and Punishment</p> <p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade? Vikings, Crime and Punishment and Greeks</p>	<p>Use dates and historical terms accurately in describing events. WW1, WW2, Ancient Maya.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line. WW1, WW2, Ancient Maya</p> <p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy WW1, WW2 and Ancient Maya .</p>

Knowledge and understanding of events, people and changes in the past

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>As a historian: I can look closely at similarities, differences, patterns and change? (The World 40-60m)</p> <p>I can talk about how my life is different to my grandparents life and understand why it was different eg. technology. Chn could have a grandparents</p>	<p>Recount some interesting facts from an historical event before living memory – South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Talk about some important people from the past Queen Victoria, Grace Darling,</p> <p>Talk about how their actions changed the way we do things today Queen Victoria, Grace Darling,</p>	<p>Describe historical events. Great fire of London World Explorers</p> <p>Describe significant people from the past and talk about what they did. Great fire of London World Explorers</p> <p>Explain the causes of an historical event and what the consequences were. Great fire of London</p>	<p>Begin to give reasons why certain events happened as they did in history. Roman Invasion of Britain</p> <p>Begin to talk about why certain people acted as they did in history. Romans – Boudica</p> <p>Begin to explain how events from the past have helped shape our lives today. Romans</p>	<p>Children suggest why certain people (Cleopatra) acted as they did in history.</p> <p>Children explain how events from the past have helped shape our lives today – legacy of Anglo – Saxons and Ancient Egypt.</p> <p>Children know why Britain would have been an important country to have invaded and conquered for the Anglo Saxons.</p>	<p>Children answer historical questions, using information and evidence. Vikings, Crime and Punishment and Greeks</p> <p>Children understand how our knowledge of the past is constructed from a range of sources. Vikings, Crime and Punishment and Greeks</p> <p>Children describe with some detail any historical events from the</p>	<p>Answer historical questions, using information and evidence. WW1, WW2, and Ancient Maya .</p> <p>Understand how our knowledge of the past is constructed from a range of sources WW1, WW2, and Ancient Maya .</p> <p>Describe in detail any historical events from the different periods. WW1, WW2, .</p>

<p>afternoon where they talk about school and the stuff they do/ used to do at school.</p>	<p>Can chn recognise that there are reasons why people in the past acted as they did Queen Victoria, Grace Darlin</p> <p>Find out more about a famous person from the past and carry out some research on him or her Grace Darling, Queen Victoria</p> <p>Find out something about the past by talking to an older person Grandparents/ Great grandparent about Seaside holidays. Jayne Munton</p>	<p>Explain why someone in the past acted in the way they did. Great fire of London World Explorers</p> <p>Explain what impact that significant events from the past have had on the way we live today. Great fire of London</p> <p>Talk about similarities and differences between two different time periods. Great fire of London</p> <p>Can chn explain how local people or events in history have changed things. Great fire of London</p>	<p>Describe the social, cultural and leisure activities from the past. Stone-Age, Bronze Age-Iron Age and Romans</p> <p>Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. Stone-Age, Bronze Age-Iron Age and Romans</p> <p>Appreciate why Britain would have been an important country to have invaded and conquered? Romans.</p>	<p>Children give a broad overview of life in Britain during the time of the Anglo Saxons</p> <p>Children describe the religious beliefs of past societies Anglo – Saxons and Ancient Egypt.</p> <p>Children describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Ancient Egypt.</p> <p>Children use evidence in sources to compare lies of rich and poor people from the past Ancient Egypt.</p>	<p>different periods. Vikings, Crime and Punishment</p> <p>Children make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Vikings, compared with Anglo – Saxon. Crime and Punishment, changes over time.</p> <p>Appreciate that significant events in history have helped shape the country we have today. Vikings, Crime and Punishment</p> <p>Describe the religious diversity of past society. Vikings, Crime and Punishment and Greeks</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Vikings and Crime and Punishment.</p> <p>Make connections and contrasts between different time periods studied and talk about trends over time. Vikings linked to Anglo – Saxons, Crime and Punishment.</p>	<p>Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. WW1, WW2, Ancient Maya</p> <p>Appreciate that significant events in history have helped shape the country we have today WW1, WW2, and Ancient Maya .</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) WW1, WW2.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change. WW1, WW2 and post war Britain, Ancient Maya.</p>
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Historical interpretation

EYFS.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>As a historian: children listen to some stories about the past and then discuss this what happened in the past.</p> <p>Children answer how and why questions about experiences and in response to stories or events? (CAL – ELG)</p> <p>Children understand and use vocabulary such as: same, different, similar, change, what happened? because, explain?</p>	<p>Answer questions using a range of artefacts/ photographs/pictures provided. South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Talk about the different ways that the past is represented through different sources such as pictures/ artefacts South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Show an understanding of the word ‘nation’ and the concept of a nation’s history Castles, Kings and Queens,</p> <p>Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions? South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p>	<p>Choose and use parts of stories or other sources to show that I understand events or people from the past. Great fire of London World Explorers</p> <p>Explain why Britain has a special history by naming some famous events and some famous people. Great fire of London World Explorers</p> <p>Talk about what type of evidence is reliable when finding out about the past. Great fire of London World Explorers</p> <p>Create my own accounts of historical people or events. Great fire of London World Explorers</p>	<p>Give a broad overview of what life was like in the Stone age, Bronze Age-Iron Age.</p> <p>Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Roman Invasion</p> <p>Talk about the causes and consequences of some of the main events and changes in history Stone Age, Bronze Age-Iron Age</p>	<p>Children describe different accounts of an historical event/period, explaining some of the reasons why the accounts may differ. Ancient Egypt account of Howard Carter’s death.</p> <p>Children suggest causes and consequences of some of the main events and changes in history. Invasion of Britain by Anglo-Saxons.</p>	<p>Give a broad overview of life in Britain and how this linked in with major events from the rest of the world. Vikings, Greeks</p> <p>Explain how some aspects of history/historical events have had an impact elsewhere in the world. Greeks</p>	<p>Show an understanding of the concept of propaganda and how historians must understand the social context of evidence studied WW1, WW2,</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world WW1, WW2.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society Ancient Maya</p> <p>Describe the features of the past, including ideas, beliefs, attitudes and experiences of men, women and children WW1, WW2 and Ancient Maya .</p>

		Understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods.				Explain how some aspects of history/historical events have had an impact elsewhere in the world WW1, WW2, and Ancient Maya .
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Historical enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>As a historian:</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>Show some understanding of how people find out about the past. South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Ask questions such as: What was it like for people? What happened? How long ago? South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Answer questions by using different sources, such as an information book or pictures South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Ask questions such as: what were they used for? When looking at objects from the past. South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Talk about someone that used to live in the area and the impact/ changes they had – link to Crowland Abbey and St Guthlac. South View and Crowland,</p> <p>Can chn understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate? South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p>	<p>Understand and talk about how people find out about the past. Great fire of London World Explorers</p> <p>Show understanding of how evidence is collected and used to make historical facts. Great fire of London World Explorers</p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Great fire of London World Explorers</p> <p>Answer questions by using a specific source, such as an information book. Great fire of London World Explorers</p> <p>Research the life of a famous Briton from the past using different resources to help me. Great fire of London World Explorers</p> <p>Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p>	<p>Begin to use evidence to ask questions and find answers to questions about the past. Bronze Age-Iron Age</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Stone Age, Bronze Age-Iron Age and Roman Invasion</p> <p>Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past. Stone Age, Bronze Age-Iron Age Romans</p> <p>Begin to use research skills in finding out facts about the time period I am studying. Romans – legacy. Bronze Age-Iron Age</p>	<p>Children use evidence to ask questions and find answers to questions about the past. Anglo-Saxon.</p> <p>Children use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Anglo-Saxon.</p> <p>Children recognise the part that archaeologists have had in helping us understand more about what happened in the past – Howard Carter Tutankhamun</p> <p>Children use their research skills in finding out facts about the Ancient Egypt. Homework.</p> <p>Children compare and contrast different forms of evidence – Ancient Egypt.</p>	<p>Devise historical questions about the period I am studying Vikings, Crime and Punishment and Ancient Greeks</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. Vikings (Lindisfarne)</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Ancient Greeks (Elgin Marbles), Vikings (art)</p> <p>Give a reason to support an historical argument Ancient Greeks (Elgin Marbles)</p>	<p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. WW1, WW2 and Ancient Maya.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. WW1, WW2, Ancient Maya</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past WW1, WW2</p> <p>Use a wide range of sources of evidence to deduce information about the past. WW1, WW2, Ancient Maya</p> <p>Give more than one reason to support an historical argument. WW1 – animals vs technology</p>

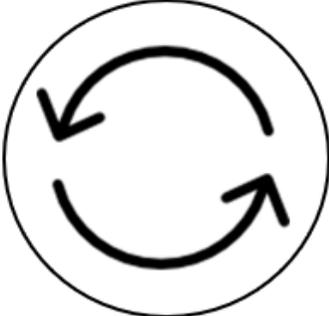
Organisation and enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at objects and sort them correctly into old and new.</p> <p>Children think of their own lives and talk to adults/ children about</p>	<p>Independently sort objects into then and now categories. South View and Crowland, Castles, Kings and Queens, Seaside (then and now)</p> <p>Write and draw about things from the past. – links to South View and</p>	<p>Confidently describe objects, people and events in history through role-play, writing, drawing and labelling, ICT, storytelling and speaking. Great fire of London World Explorers</p>	<p>Children communicate effectively ideas about the past using a variety of different genres of writing, drawing, drama/ role-playing storytelling and using ICT Bronze Age-Iron Age, Stone-Age and Romans.</p>	<p>Children communicate confidently ideas about the past using a variety of different genres on writing, drawing, drama, role-play, storytelling, diagrams and using ICT. Anglo – Saxons and Ancient Egypt.</p>	<p>Children communicate confidently ideas about the past using a variety of different genres on writing, drawing, drama, role-play, storytelling, diagrams and using ICT. Vikings</p>	<p>Children confidently and concisely communicate ideas about the past using different genres of writing (using all features correctly), drawing, diagrams, drama and role-play, story telling and ICT. WW1, WW2 and Ancient Maya.</p>

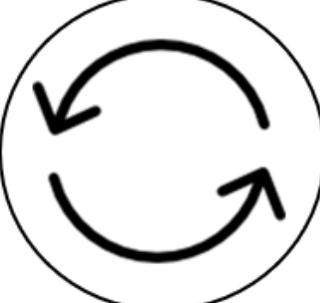
events in their own lives.	Crowland, Castles, Kings and Queens, Seaside (then and now)	Use timelines with a given scale to place events, people or objects. Great fire of London World Explorers				
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7. KEY CONCEPTS

These key concepts aim to develop knowledge of key historical skills. The concepts will be made clear throughout the lessons through the symbols and their meanings discussed.

<p>Legacy and Achievement</p> 	<p>Continuity and Change</p> 	<p>Settlements and Society</p> 	<p>Conflict</p> 
<p>Handling Evidence</p> 	<p>Rich and Poor</p> 	<p>Beliefs</p> 	<p>Transport and Trade</p> 

8. PROGRESSION OF HISTORICAL SKILLS

<p>Legacy and Achievement</p>  <p>Year 1: To understand what a historical achievement is.</p> <p>Year 2: To be able to define a legacy and understand that a legacy can relate to people or periods of time and that these legacies can be considered achievements of these people.</p> <p>Year 3/4: To demonstrate that legacy is something that can impact lives today and means someone or a group are remembered and be able to describe this within their topic.</p> <p>Year 5/6: To be able to evaluate legacies from different periods/people and assess legacies, deciding a hierarchy, based on impact on modern lives and if ideas/inventions are still in use today.</p>	<p>Continuity and Change</p>  <p>Year 1: To understand that there are similarities and differences between events and periods in time.</p> <p>Year 2: To define the terms continuity and change and how they link to similar and difference in history.</p> <p>To demonstrate that there can be more than one cause for events or change in history.</p> <p>Year 3/4: To recognise possible causes for change and continuity within and across periods taught and be able to list and describe these causes.</p> <p>Year 5/6: To be able to classify causes into themes and concepts and explain how they can link together.</p>	<p>Settlements and Society</p>  <p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p> <p>Year 4:</p> <p>Year 5:</p> <p>Year 6:</p>	<p>Conflict</p>  <p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p> <p>Year 4:</p> <p>Year 5:</p> <p>Year 6:</p>
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Handling Evidence



Year 1:
Year 2:
Year 3:
Year 4:
Year 5:
Year 6:

Rich and Poor



Year 1:
Year 2:
Year 3:
Year 4:
Year 5:
Year 6:

Beliefs



Year 1:
Year 2:
Year 3:
Year 4:
Year 5:
Year 6:

Transport and Trade



Year 1:
Year 2:
Year 3:
Year 4:
Year 5:
Year 6: