

KS1 National Curriculum	KS2 National Curriculum
<p>Historical Enquiry Skills:</p> <ul style="list-style-type: none"> 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. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 	<p>Historical Enquiry Skills:</p> <ul style="list-style-type: none"> 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. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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.

History Curriculum Statement of Intent:

We aim to fill our pupils' with curiosity about the past and inspire them to ask questions about where they have come from and where they are going. We teach, encourage and support our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We intend to empower our pupils to explore events from the past so that they can better face challenges of their time.

	Historical knowledge: constructing the past and sequencing the past	Historical concepts: cause and consequence; similarity and difference; continuity and change; significance and interpretations	Historical enquiry: planning and carrying out an enquiry; using sources as evidence
EYFS	Provide opportunity for pupils to talk about and sequence events in their own life	Provide opportunity for pupils to -Talk about their own families -see the evolution in their own lives-how they have changed from birth to now	Provide opportunity for pupils to -ask questions about people in their own families -retell events of own lives using their own words -use primary sources of evidence(photographs) when talking about events in their lives and the lives of their family members
Year 1	Provide opportunity for pupils to explore -changes within living memory. Where appropriate they should be used to reveal aspects of change in national life <ul style="list-style-type: none"> Transport <ol style="list-style-type: none"> History of cars- timeline -significant historical events in their own locality <ul style="list-style-type: none"> Stevenage New Town- Transport(roundabouts, pedestrian town centre, cycle ways) <ol style="list-style-type: none"> When did the project of building Stevenage New Town took place? - lives of significant individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none"> Mary Seacole Florence Nightingale <ol style="list-style-type: none"> Timeline 	Provide opportunity for pupils to explore -changes within living memory. Where appropriate they should be used to reveal aspects of change in national life <ul style="list-style-type: none"> Transport <ol style="list-style-type: none"> Introduction to transport Wheel printing How wheels work- design a car Make a car -significant historical events in their own locality <ul style="list-style-type: none"> Stevenage New Town- Transport(roundabouts, pedestrian town centre, cycle ways) <ol style="list-style-type: none"> Ways to travel in Stevenage Pedestrian ways- pedestrian town centre Cycling in Stevenage Safety rules for cycling Cycling on the playground- bring your bike - lives of significant individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none"> Mary Seacole Florence Nightingale <ol style="list-style-type: none"> What are these people famous for? What is the same and different about these two people? What has changed because of these people? What is their contribution? What should these people be remembered for? 	Provide opportunity for pupils to explore -changes within living memory. Where appropriate they should be used to reveal aspects of change in national life <ul style="list-style-type: none"> Transport <ol style="list-style-type: none"> Use photographs and videos -significant historical events in their own locality <ul style="list-style-type: none"> Stevenage New Town- Transport(roundabouts, pedestrian town centre, cycle ways) <ol style="list-style-type: none"> Use photographs of roundabouts, pedestrian town centre and cycling ways in Stevenage - lives of significant individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none"> Mary Seacole Florence Nightingale <ol style="list-style-type: none"> Use photographs and videos
Year 2	Provide opportunity for pupils to explore -events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> The Great fire of London <ol style="list-style-type: none"> Timeline of events Remembrance <ol style="list-style-type: none"> Traditions from 1919 to present -the lives of significant individuals in the past who have contributed to national and international achievements	Provide opportunity for pupils to -explore events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> The Great fire of London <ol style="list-style-type: none"> Cause and consequence-Local context- London around 1666 Similarity and difference between the houses then and now Remembrance <ol style="list-style-type: none"> Cause and consequence- What is Remembrance day? Similarity and difference between the remembrance day in England and elsewhere Significance and interpretations 	Provide opportunity for pupils to explore - events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> The Great fire of London <ol style="list-style-type: none"> Use primary sources of evidence(letters, pictures) to investigate the events of the Great Fire of London Planning and carrying out an enquiry- How and why did the Great Fire of London spread so quickly

	<ul style="list-style-type: none"> ▪ Tim Berners-Lee(the inventor of World Wide Web) <ol style="list-style-type: none"> 1. The History of internet-timeline(include the invention of www.) 	-compare aspects of life in different periods <ul style="list-style-type: none"> ▪ The history of internet <ol style="list-style-type: none"> 1. Cause- Why, when and who invented the internet 2. Continuity and change- what else was invented over time? 3. Internet safety and Cybersecurity 4. Significance and interpretation: how did the invention of internet change the world? Why is Tim Berners- Lee's invention significant? 5. identify similarities and differences between ways of life before and after the invention of internet 	<ul style="list-style-type: none"> • Tim Berners-Lee(the inventor of World Wide Web) <ol style="list-style-type: none"> 1. Using sources as evidence- Use photographs and videos 2. Planning and carrying out and enquiry-The www's invention pros and cons <ul style="list-style-type: none"> ▪ Remembrance <ol style="list-style-type: none"> 1. Use primary sources of evidence(letters, pictures)
Year 3	Provide opportunity for pupils to explore <ul style="list-style-type: none"> ▪ Changes in Britain from the stone age to the iron age <ol style="list-style-type: none"> 1. Timeline from stone age to iron age(from 8-10,000BC to 54BC- first Roman invasion) <ul style="list-style-type: none"> ▪ The Roman Empire and its impact on Britain <ol style="list-style-type: none"> 1. Timeline of Ancient Rome(from 753BC to 476AD) 2. Timeline of the Roman Empire(from 27BC to 476 AD) 	Provide opportunity for pupils to explore <ul style="list-style-type: none"> ▪ Changes in Britain from the stone age to the iron age <ol style="list-style-type: none"> 1. Cause and consequence- how and why did each period start and end 2. Similarity and difference- what made each period unique 3. Continuity and change- what remained the same and what changed from one period to the next 4. Significance and interpretations- The importance of the Stone age to Iron Age Period in Britain <ul style="list-style-type: none"> ▪ The Roman Empire and its impact on Britain <ol style="list-style-type: none"> 1. Cause and consequence- How and why was the Roman Empire founded; how and why did Britain become part of the Roman Empire 2. Similarity and difference- the influence of Roman Empire on European countries including Britain(evidence in art, architecture, technology, literature, language and law) 3. Continuity and change- what remained the same and what changed 4. Significance and interpretations- The importance of Roman Empire in Britain 	Provide opportunity for pupils to explore <ul style="list-style-type: none"> ▪ Changes in Britain from the stone age to the iron age <ol style="list-style-type: none"> 1. Using sources as evidence- Cheddar man and Stonehenge, objects and tools (photographs) <ul style="list-style-type: none"> ▪ The Roman Empire and its impact on Britain <ol style="list-style-type: none"> 1. Evidence of Romans discovered in <ul style="list-style-type: none"> ○ Italy ○ East Anglia region(including Saint Albans, Norwich and Stevenage) ○ Whales ○ Mexico
Year 4	Provide opportunity for pupils to explore <ul style="list-style-type: none"> • Britain's Settlement by Anglo-Saxons and Scots <ol style="list-style-type: none"> 1. Timeline of events <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor <ol style="list-style-type: none"> 1. Timeline of events <ul style="list-style-type: none"> • the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <ol style="list-style-type: none"> 1. Timeline of Ancient Egypt 	Provide opportunity for pupils to explore <ul style="list-style-type: none"> • Britain's Settlement by Anglo-Saxons and Scots <ol style="list-style-type: none"> 1. Cause and consequence- Why did Anglo-Saxons come to Britain? Why did Scots come to Scotland and then tried to invade Britain? 2. Similarity and difference between Anglo-Saxons and Scots invaders. 3. Continuity and change- Britain before and after the invasion 4. Significance and interpretations <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor <ol style="list-style-type: none"> 1. Cause and consequence- Who were the Vikings and how did they arrive to Britain? 2. Similarity and difference between Viking and Anglo-Saxon societies 3. Continuity and change- how their Art, Religion and Daily life shaped British culture 4. Significance and interpretations <ul style="list-style-type: none"> • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <ol style="list-style-type: none"> 1. Cause and consequence- Why did Egyptians settle in the Nile Valley? 2. Similarity and difference between rich and poor 	Provide opportunity for pupils to explore <ul style="list-style-type: none"> • Britain's Settlement by Anglo-Saxons and Scots <ol style="list-style-type: none"> 1. Use sources as evidence- photos of artefacts etc <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor <ol style="list-style-type: none"> 1. Use sources as evidence <ul style="list-style-type: none"> • the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <ol style="list-style-type: none"> 1. Use sources as evidence- photos, videos

		<p>3. Continuity and change: politics, economics, religious, after life, social life, art.</p> <p>4. Significance and interpretations: things from Ancient Egyptians that we have today: written language, paper, dams, the calendar, cats as pets, toothpaste, high heels, eye makeup and much more.</p>	
Year 5	<p>Provide opportunity for pupils to explore</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- The industrial revolution in Britain <ol style="list-style-type: none"> 1. Timeline- 1600- 1914 <ul style="list-style-type: none"> • the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Indus Valley <ol style="list-style-type: none"> 1. Timeline of events <ul style="list-style-type: none"> • Ancient Greece - a study of Greek life and achievements and their influence on the western world <ol style="list-style-type: none"> 1. Timeline 	<p>Provide opportunity for pupils to explore</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- The industrial revolution in Britain <ol style="list-style-type: none"> 1. Cause and consequence 2. Similarity and difference- how did the industrial revolution change Britain? 3. Continuity and change- Things that changed and things that remained the same after the industrial revolution 4. Significance and interpretations- Pros and cons of the revolution <ul style="list-style-type: none"> • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Indus Valley <ol style="list-style-type: none"> 1. Cause and consequence- How did this apparently peaceful, well organised civilisation collapsed in just 200 years(1900BC-1700 BC)? 2. Similarity and difference between cities and villages 3. Significance and interpretations- How did the Indus Valley civilisation help shape the modern world? <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <ol style="list-style-type: none"> 1. Cause and consequence- Why was Ancient Greece so advanced and successful? Why was it conquered by Romans? 2. Similarity and difference between the different ages in the history of Ancient Greece 3. Continuity and change- What changed and what stood the same after Roman conquest? 4. Significance and interpretations- Ancient Greece legacy 	<p>Provide opportunity for pupils to explore</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- The industrial revolution in Britain <ol style="list-style-type: none"> 1. Use sources as evidence- photographs, videos, etc <ul style="list-style-type: none"> • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Indus Valley <ol style="list-style-type: none"> 1. Use sources as evidence- explore pictures of artefacts to find out about the legacy of the Indus Valley culture <ul style="list-style-type: none"> • Ancient Greece - a study of Greek life and achievements and their influence on the western world <ol style="list-style-type: none"> 1. Use sources as evidence - Ancient Greek ruins, archaeological sites etc
Year 6	<p>Provide opportunity for pupils to explore</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history- Mayan civilization c. AD 900 <ol style="list-style-type: none"> 1. Timeline of Maya history <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- WW2 <ol style="list-style-type: none"> 1. Timeline of main events during WW2 <ul style="list-style-type: none"> • A local history study: Thinking New Towns- Stevenage 	<p>Provide opportunity for pupils to explore</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history- Mayan civilization c. AD 900 <ol style="list-style-type: none"> 1. Cause and consequence- Where and how did Maya civilisation start and why did it end? 2. Similarity and difference- between the different periods in Maya civilisation 3. Continuity and change- What made Maya civilisation last so long? 4. Significance and interpretations- sites and cities built throughout the history of Maya civilisation <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- WW2 <ol style="list-style-type: none"> 1. Cause and consequence- How did WW2 start and end? 2. Similarity and difference: the role of women in society before and during/after the war. 3. Continuity and change- WW2 inventions and technology; costs of the war: human and 	<p>Provide opportunity for pupils to explore</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history- Mayan civilization c. AD 900 <ol style="list-style-type: none"> 1. Use sources as evidence- photos and videos of excavations of buildings, structures, artefacts and burials <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066- WW2 <ol style="list-style-type: none"> 1. Use sources as evidence photos, letters, videos etc <ul style="list-style-type: none"> • A local history study: Thinking New

	1. Timeline of key events in Stevenage New Town	material 4. Significance and interpretations- V- Day • A local history study: Thinking New Towns- Stevenage 1. Cause and consequence- Why here, why now? 2. Similarity and difference between new towns and other towns developed through time? 3. Continuity and change for the 4000 people already living in Stevenage and for the new comers from London. 4. New features implemented in Stevenage: roundabouts, pedestrian town centre and cycle ways.	Towns- Stevenage 1. Use sources as evidence such as photos, videos, books, etc
--	---	---	--

	Key Skills and Knowledge		
	Beacon 1	Beacon 2	Beacon 3
Knowledge	<ul style="list-style-type: none"> Name a significant figure Name a historical event Describe some changes in the local area Recall key facts about a figure or event 	<ul style="list-style-type: none"> Recall key facts about a significant person, including accurate dates Recall key facts about a significant event, including accurate dates 	<ul style="list-style-type: none"> Recall key facts about a significant person, including accurate dates Recall key facts about a significant event, including accurate dates
	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	<p>Passing of Time Vocabulary: Long ago, older, newer, then, now etc.</p> <p>Measuring Time Vocabulary: Year, Month, Day, yesterday, today, next week etc.</p> <p>Timeline Change Local</p>	<p>Passing of Time Vocabulary: Bronze Age, Iron Age, Dark Age, past, present</p> <p>Measuring Time Vocabulary: Stone Age, Chronology, Decade, Century, AD, BC</p> <p>Source Agriculture Archaeology Artefact</p> <p>Empire Invasion Settlement Prehistory Revolution Evidence</p>	<p>Measuring Time Vocabulary: Era, Period</p> <p>Ancient Civilisations Democracy Interpretation Primary evidence Secondary evidence Significance Influence</p>
Skills	<ul style="list-style-type: none"> Use a timeline to order events Identify similarities and differences between ways of life in different periods Use a range of sources to describe events and people 	<ul style="list-style-type: none"> Use dates to create a timeline Ask and answer questions about similarities and differences in different periods/locations To use and compare more than one source to describe events and people 	<ul style="list-style-type: none"> Create timelines that include detailed information Consider the significance of similarities and differences in different periods/locations Evaluate the validity of a range of sources

Featherstone Wood Primary School

Working Collaboratively, Independence, Community Values, Reflectiveness

Stickability; Risk-Taking, Inquisitiveness, Communication

Long Term Planning History

National Curriculum Coverage

	<ul style="list-style-type: none">• Use your own words to describe events or figures	<ul style="list-style-type: none">• Use dates to describe events and significant figures in your own words	<p>when describing an event or person</p> <ul style="list-style-type: none">• Include opinion when describing historical events and significant figures in your own words• Refer to sources to describe events or significant figures in your own words
--	--	--	--