



History Curriculum at Scargill CE Primary School

Reception		Year 1 Historian	Year 2 Historian	Year 3 Historian	Year 4 Historian	Year 5 Historian	Year 6 Historian
National Curriculum	<p>Understanding the World:</p> <p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Listen, attention and understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking:</p>	<p>Key stage 1</p> <p>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> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>significant historical events, people and places in their own locality.</p>	<p>Key stage 2</p> <p>Pupils should 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> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <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.				



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<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>Literacy</p> <p>Communication</p> <p>Use and understand recently introduced vocabulary during discussions</p>						



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Progression and Assessment Criteria		<ul style="list-style-type: none"> Know about many of the changed that have happened since I was born. Know how to ask and answer questions about old and new object, Use words and phrases like: old, new and a long time ago. Spot old and new things in a picture. Use words and phrases like: before, after, past, present, then and now. Know about someone famous who was born or lived near our town. Know why there is a monument to a famous person or event in the town centre. 	<ul style="list-style-type: none"> Know how some people have helped us to have better lives. Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place. Know about the life of a famous person from the past because I know how to research. Know how to use books and the internet to find out more information about the past. Know how to find out things about the past by talking to an older person. Know about how things were different when my grandparents were children. Know what certain objects from the past might have been used for. Give examples of things that were different when my grandparents were children. 	<ul style="list-style-type: none"> Know about how stone age people hunted for their food and what they ate. Know about many of the differences between the stone, bronze and iron ages. Know what people learnt from stone aged paintings. Be able to describe what a typical day would have been like for a stone age man, woman or child. Describe events from the past using dates when things happened. Research what it was like in a given period of history and present my findings to an audience. Know about the impact that one of these periods of history had on the world. <p>TOPICS COVERED IN YEAR 3 STONE AGE WW2</p>	<ul style="list-style-type: none"> Know about at least three things that the Romans did for our country. Know why the Romans needed to build forts in this country. Know that Rome was a very important place and many decisions were made there. Know about the lives of at least two famous Romans. Know that many of the early civilizations gave much to the world Know how historic items and artefacts have been used to help build up a picture of life in the past Draw a timeline with different historical periods showing key historical events or lives of significant people Know how an event or events from the past has shaped our life today. <p>TOPICS COVERED IN YEAR 4 ROMANS ANCIENT EGYPT</p>	<ul style="list-style-type: none"> Know where the Anglo-Saxons came from. Know at least two famous Anglo-Saxons Use a time line to show when the Anglo-Saxons were in England Know the link between Anglo-Saxons and Christianity. Know that many Anglo-Saxons were farmers. Know that the Anglo-Saxons gave us many of the words that we use today. Know how an element of life e.g. crime and punishment, health, education has changed over a period of time. Know how the lives of wealthy people were different from the lives of poorer people. Research to find answers to specific historical questions about our locality. Know how our locality today has been shaped by what happened in the past. Revisit how Britain has had a major influence on the world. <p>TOPICS COVERED IN YEAR 5 ANGLO SAXONS VICTORIAN BRITAIN</p>	<ul style="list-style-type: none"> Know that Britain was invaded on more than one occasion. Know that the Anglo-Saxons and Vikings were often in conflict. Know how to use a timeline to show when the Vikings raids started. Know why the Vikings often overpowered the Anglo-Saxons. Show on a map where the Vikings came from and where they invaded our country. Know that many Vikings came to our country as peaceful farmers. Research in order to find similarities and differences between two or more periods of history. Know how to place features of historical events and people from the past societies and periods in a chronological framework. Know about the main events from a period of history, explaining the order of events and what happened. Know how Britain has had a major influence on the world. Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). <p>TOPICS COVERED IN YEAR 6 VIKINGS MAYA CIVILISATION</p>



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			EVERY 4 YEARS ANCIENT GREECE WILL BE TAUGHT TO COINCIDE WITH THE OLYMPICS. This means each year group in Y3-Y6 will cover Ancient Greece once in KS2. <ul style="list-style-type: none">• Know about and can talk about the struggle between the Athenians and the Spartans.• Know about some of the things that the Greeks gave the world.• I know that the Greeks were responsible for the birth of the Olympics.• I know that the Greek Gods were an important part of Greek culture.• I know how to locate Greece on a map.			