

History Curriculum



Aspect	Year 1	Year 2
Periods/Areas taught	Changes in living memory (Transport) The lives of significant individuals in the past (Famous Firsts) Local History - Castles	Significant events, people and places (Elizabethans) Events beyond living memory (Great Fire of London) Changes within living memory (Victorians)
Events	Transport survey in local community Role-play with a significant individual Colchester Castle trip	Layer Marney Tower trip Victorian workshop visit into school
Period specific subject knowledge	<ol style="list-style-type: none"> 1. Know how cars, trains and bicycles have changed over time and why this is 2. Know how transport affects people's lives 3. Know how transport changed Pitsea 4. Know who Neil Armstrong was and what he did 5. Know about the space explorations that have taken place 6. Know the effect of space travel on our everyday lives 7. Know who Amelia Earhart was and what she did 8. Know the effect of air travel on our everyday lives 9. Know who Edmund Hillary and Tenzing Norgay were and what they did 10. Know about the mountain explorations that have taken place 11. Know their impact on mountain explorations 12. Know the different parts of a castle and what they were for 13. Know who lived in and around castles 14. Know what daily life was like in a castle 	<ol style="list-style-type: none"> 1. Know who Queen Elizabeth I is and key aspects of her life 2. Know who Sir Francis Drake is and his achievements 3. Know about the events of The Spanish Armada 4. Know aspects of life during the period (travel, schools and clothes) 5. Know how and when the Great Fire of London started and what happened during the fire 6. Know how we know about the Great Fire of London 7. Know the effect of the fire on London 8. Know who the Victorians were and when they lived 9. Know about the significant inventions during the Victorian period and the impact they had on modern civilisation. e.g. trains, manufacturing 10. Know what life was like for rich, poor and middle class Victorian children 11. Know the differences between modern day toys and those of the past 12. Know why there are differences in toys over time 13. Know how children's lives have changed over the last 150 years
Historical Knowledge and Concepts - chronology	<ol style="list-style-type: none"> 1. Use common words to describe the passing of time e.g. now, before, yesterday, last week, after, a long time ago, a very long time ago, before I was born, when my parents were young 2. Say whether something happened in the past or in the present 3. Say a sequence of events or objects in chronological order to create a timeline 	<ol style="list-style-type: none"> 1. Use chronological vocabulary including the words and phrases: recently, century, when my grandparents were children, decade, 2. Use the everyday historical terms: artefact, archaeology, discovery, execution, explorer, invention, monarchy, evidence, sources, invasion, consequence, significant C. Use place people, events and objects on a simple scaled timeline 3. Recount changes in my own life over time
Historical Skills - enquiry	<ol style="list-style-type: none"> 1. Ask and answer questions about the past using simple sources of information (e.g. pictures and artefacts) 	<ol style="list-style-type: none"> 1. Use a source and ask why, what, how, where, who to find answers 2. Say how effective different types of sources are (i.e. pictorial, written and artefacts)
Historical Skills - interpretation	<ol style="list-style-type: none"> 1. Identify different ways in which the past is represented (looking at books, videos, photographs, pictures and artefacts) 	<ol style="list-style-type: none"> 1. Compare pictures and photographs of people or events in the past 2. Look at and use books, pictures, stories, eye witness accounts, photographs, artefacts, historical sites and the internet.

Historical Concepts – continuity and change	1. Identify some changes between then and now 2. Know that some things that stay the same	1. Describe some historical changes
Historical Concepts – cause and consequence	1. Know why people did things and why events happened	1. Understand what a consequence is and give examples
Historical Concepts – similarity and difference	1. Identify similarities and differences between then and now	1. Make observations about similarities and differences between the ways of life in different periods 2. Make observations about similarities and differences within a period e.g. rich and poor
Historical Concepts - significance	1. Say why someone or something was important	1. Understand the term ‘significant’ and give some examples of events and individuals nationally and globally

Aspect	Year 3	Year 4
Periods/Areas taught	Local History – Basildon, New Town and Plotlands Roman Empire and its impact on Great Britain	Vikings and Anglo-Saxons Mayans Crime and Punishment
Events	Trip to Plotlands Roman Day visit from Portals to the Past	Viking visitor into school Visit to Police Museum
Period specific subject knowledge	<ol style="list-style-type: none"> 1. Know the differences between modern day homes and those of the past 2. Know how our local community has changed and why 3. Know why our homes have changed 4. Know that some aspects of homes change while others stay the same over time 5. Know what the Roman Empire was, how far it spread and when it existed 6. Know about the Roman invasion of Britain (including Colchester, London and Hadrian's Wall) 7. Know what life was like for a Roman soldier and why the Roman army was successful 8. Know who Boudicca was and what she did 9. Know about life in Roman Colchester 10. Understand ways in which the Romans changed Britain (roads/transport, writing, language and numbers) 11. Know why the Romans left Britain 	<ol style="list-style-type: none"> 1. Know why the Vikings invaded 2. Know why the Vikings stayed 3. Know what life was like for the Vikings (lifestyle, Gods, boats) 4. Know when the Viking era was 5. Know why the Romans withdrew from Britain (and fall of Roman Empire) 6. Know about Anglo-Saxon invasion, settlements and kingdoms, place names and village life 7. Know about Anglo-Saxon art, culture and religion (Christian conversion) 8. Know where the Mayans came from 9. Know how the Mayan system worked 10. Know how Mayan society was structured 11. Know who the Mayans worshiped 12. Know what the cultural significance of Pok-A-Tok was for the Mayans 13. Know how crime and punishment has changed over time 14. Know what some common crimes from the past were 15. Know what some punishments from the past were 16. Understand why punishments have changed over time
Historical Knowledge and Concepts - chronology	<ol style="list-style-type: none"> 1. Know that the past can be divided into periods and sequence these on a timeline 2. Understand the terms BC, AD, BCE, CE, century and can use them on a timeline 3. Give the dates of significant events from the period studied 	C. Order key events within a period on a scaled timeline <ol style="list-style-type: none"> 1. Use dates when discussing time
Historical Skills - enquiry	<ol style="list-style-type: none"> 1. Combine a range of sources to find out about a period 2. Observe small details in historical sources 3. Ask questions of sources (books, pictures, stories, eye witness accounts, photographs, artefacts, historical sites, music and the internet) 4. Select and record information to answer questions 	<ol style="list-style-type: none"> 1. Use a range of evidence to build up a mental picture of a past event (books, pictures, stories, eye witness accounts, photographs, artefacts, historical sites, music and the internet) 2. Choose relevant historical material to present a picture of an aspect of life in a period 3. Make inferences from historical sources
Historical Skills - interpretation	<ol style="list-style-type: none"> 1. Compare different versions of the same event/story 2. Know that there are different accounts of history 	<ol style="list-style-type: none"> 1. Look at different versions of the same event in history, identify differences and give reasons why different versions of the past may exist. 2. Know that people in the past represent events or ideas in a way that persuades other.

Historical Concepts – continuity and change	1.Make links between main events, situations and changes within and across periods	1.Give some reasons, with evidence, of why changes have occurred
Historical Concepts – cause and consequence	1.Identify the consequences of events, situations and changes	1.Give reasons for the causes and consequences of events, situations and changes
Historical Concepts – similarity and difference	1.Compare different ways of life within a period	1.Give reasons for similarities and differences within a period
Historical Concepts - significance	1.Identify significant people and events within a period	1.Understand what makes something significant i.e. it affects lots of people, it leads to other events

Aspect	Year 5	Year 6
Periods/Areas taught	Stone Age to Iron Age Ancient Greeks	Ancient Egypt World Wars
Events	Celtic Harmony Trip Mini Olympics	Ancient Egypt Day (visit from Portals to the Past) VE Day Street Party
Period specific subject knowledge	<ol style="list-style-type: none"> 1. Know how the people in these ages lived and how this changed over time 2. Know how the first hunter-gatherers became farmers 3. Know the beliefs of the earliest people and how we know about this through the monuments they left behind 4. Know how art developed during this period 5. Know how the earliest tools were made and what this enabled people to do 6. Know how the Bronze Age has impacted society today 7. Know who the Ancient Greeks were and where and when they lived 8. Know how Greece started as lots of City States who fought with each other but who joined together in the end 9. Know how the Greeks believed in gods and goddesses and that they told myths about Greek heroes 10. Understand the main ideas of Greek culture and how these are still important today such as architecture, sport, law (equality), politics (democracy), maths, theatre 11. Understand the importance of mythology in Ancient Greek culture 	<ol style="list-style-type: none"> 1. Know when the Egyptian period was and how long it lasted 2. Know how the Nile River played an important role in shaping the lives and society of Ancient Egypt 3. Understand the social class structure (Pharaohs and slaves) and the differences between 'free' Egyptians and slaves 4. Know how the Egyptians invented and used simple machines and about the Egyptian belief system and The Book of the Dead 5. Know about the work of Howard Carter and the discovery of Tutankhamun's tomb 6. Know how mummification, tombs, pyramids and hieroglyphics have given us evidence about Egyptians 7. Know when World War II occurred 8. Know how World War II started 9. Know about Adolf Hitler, the Nazi Party and their views 10. Know about Winston Churchill and why he was important 11. Know about daily life in World War II Britain 12. Know about evacuation and why it happened 13. Know about the need and importance or rationing during the war 14. Know what happened in the Battle of Britain and why it was important 15. Know how and when World War II ended 16. Know how we remember past conflicts and why this is important
Historical Knowledge and Concepts - chronology	<ol style="list-style-type: none"> 1. Know and sequence events and changes within a period 2. Compare the duration of different periods 	<ol style="list-style-type: none"> 1. Create timelines demonstrating an understanding of period, change and significant events 2. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain 3. Match historical sources to the periods they belong
Historical Skills - enquiry	<ol style="list-style-type: none"> 1. Understand if an historical source is reliable and give reasons why there is often not a single answer to historical questions 2. Distinguish between primary and secondary sources 3. Use evidence to build up a picture of life in a period studied (books, pictures, stories, eye witness accounts, photographs, artefacts, historical sites, music, the internet and visits to museums and galleries) 	<ol style="list-style-type: none"> 1. Know how to gather information from various sources together into a fluent account 2. Use a range of sources to explore an aspect of time past, identify omissions and seek to fill these gaps (books, pictures, stories, eye witness accounts, photographs, artefacts, historical sites, music, the internet and visits to museums and galleries) 3. Investigate own lines of enquiry by posing questions to answer

Historical Skills - interpretation	<ol style="list-style-type: none"> 1. Understand the reliability of interpretations and evaluate their usefulness (e.g. some evidence might be propaganda, opinion or misinformation) 2. Link sources and consider how conclusions were arrived at 	<ol style="list-style-type: none"> 1. Reach a balanced conclusion based on an evaluation of different interpretations 2. Know ways to check the accuracy of interpretations and evaluate evidence to choose the most reliable forms
Historical Concepts – continuity and change	<ol style="list-style-type: none"> 1. Identify and explain change and continuity within and across periods 	<ol style="list-style-type: none"> 1. Analyse change for type, extent and speed and use more precise vocabulary e.g. slow, gentle, progress
Historical Concepts – cause and consequence	<ol style="list-style-type: none"> 1. Draw contrasts and spot trends when exploring cause and consequence 	<ol style="list-style-type: none"> 1. Analyse the reasons for, and the results of, historical events, situations and changes
Historical Concepts – similarity and difference	<ol style="list-style-type: none"> 1. Understand and explain peoples’ diverse experiences within a period 	<ol style="list-style-type: none"> 1. Draw contrasts and spot trends across periods when exploring similarities and differences
Historical Concepts - significance	<ol style="list-style-type: none"> 1. Understand how significance can develop over a longer period of time 	<ol style="list-style-type: none"> 1. Compare the significance of events, people and developments in their context with their significance in the present day