

# History



# History



## Introduction

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Statutory and non-statutory guidance for history in the national curriculum can be found here.

## Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, religious and social history; and between short and long-term timescales.

# History at Micklem



## Key Stage 1

Pupils at Micklem will develop an awareness of the past, using common words and phrases relating to the passing of time. They will understand where the people and events that they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide range of historical vocabulary and ask and answer questions, choosing and using what they know to show understanding of key events. Children will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## Pupils will 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 (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- 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.

# History at Micklem



## Key Stage 2

Pupils at Key Stage 2 at Micklem will 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 will be able to not connections, contrasts and trends over time and develop their use of historical terms. They will be able to ask and answer questions about change, cause, similarity and difference, and significance. They will understand that our knowledge of history is constructed from a range of sources and will understand that some sources are more reliable than others.

## Pupils at KS2 will 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 the 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.AD900; Mayan civilization c.AD900; Benin (West Africa) c.AD900-1300

# Curriculum Content and Sequence



<p><b><u>History at Micklem-KS1</u></b></p> <p>NC objectives</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Year 1</p>	<p><b><u>How have toys changed since our grandparents were little?</u></b></p> <p>Changes within living memory</p>	<p><b><u>Where have humans explored?</u></b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b><u>How has technology changed our lives over the past 60 years?</u></b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>
<p>Year 2</p>	<p><b><u>What happened to London during the fire of 1666?</u></b></p> <p>Events beyond living memory that are significant nationally or globally</p>	<p><b><u>Where did kings and queens live through time?</u></b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b><u>How did Florence Nightingale and Edith Cavell help to improve hospitals?</u></b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>

<b><u>History at Micklem-LKS2</u></b>  NC objectives	Autumn Term	Spring Term	Summer Term
Year 3	<p><b><u>How did daily life change in Britain from the Stone Age to the Iron Age?</u></b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p><b><u>What were the greatest achievements of the Shang Dynasty of ancient China?</u></b></p> <p>The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared, and an in-depth study of one of the following: ancient Sumer, The Indus Valley, ancient Egypt, The Shang Dynasty of ancient China.</p>	<p><b><u>What were the greatest achievements of Ancient Egypt?</u></b></p> <p>The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared, and an in-depth study of one of the following: ancient Sumer, The Indus Valley, ancient Egypt, The Shang Dynasty of ancient China.</p>
Year 4	<p><b><u>How did the Roman Empire impact Britain?</u></b></p> <p>The Roman Empire and its impact on Britain</p>	<p><b><u>How did England change during the settlement of the Anglo-Saxons and Vikings?</u></b></p> <p>Britain's settlement by Anglo-Saxons and Vikings and the struggle for the kingdom of England</p>	<p><b><u>What were the greatest achievements of Ancient Greece?</u></b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>

<b><u>History at Micklem-UKS2</u></b>  NC objectives	Autumn Term	Spring Term	Summer Term
Year 5	<p><b><u>What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?</u></b></p> <p>Study of a non-European society that provides contrasts with British history</p>	<p><b><u>Elizabethan England</u></b></p> <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b><u>How has medicine developed over time?</u></b></p> <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>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</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
Year 6	<p><b><u>Why was the Battle of Britain a significant turning point for the UK in World War Two?</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066</p>	<p><b><u>How has crime and punishment changed through time in Britain?</u></b></p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>	<p><b><u>How did Britain rebuild after WW2?</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066</p> <p>Changes in an aspect of social history</p>

# Knowledge and Skills Progression



# Concepts



Society and  
Community

Exploration  
and Invasion

Power

Conflict and  
Disaster

## Secondary Concepts

Chronology

Cause and  
Consequence

Similarities and  
Differences

Evidence and  
Interpretation

Change and  
Continuity

Historical  
Significance

## Curriculum knowledge and skills progression

	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and Difference	Historical Significance
Year 1	<p><b>I can sequence a small number of events in the order in which they happened</b></p> <p>I can label timelines with words such as: past,present,older and newer</p> <p>I can place some events on a timeline</p>	<p>I can look at sources and ask 'What was it like for people?' 'What happened?' 'What was this used for?' 'How long ago?'</p> <p><b>With support, I can observe or handle evidence to ask questions about the past (photographs and objects)</b></p>	<p>I can discuss causes for some changes</p> <p>I can explain reasons why certain objects were made</p> <p>I can explain how exploration has helped understanding</p>	<p><b>I can identify when things have stayed the same or when things have changed over time</b></p> <p>I can describe some changes that have happened over time</p>	<p>I can compare using pictures from different times</p> <p>I can use pictures and other sources to find out about the past</p>	<p>I can name a significant toy from the past</p> <p>I can name significant explorers from the past</p> <p>I can describe and begin to talk about key events of a significant person/time</p>
Year 2	<p><b>I can place events, artifacts and people in sequence of time</b></p> <p>I can use dates where appropriate</p>	<p><b>I can observe or handle evidence to ask questions and find answers to questions about the past (photographs, pictures, objects, written evidence)</b></p> <p>I can begin to explain why evidence can be trusted.</p>	<p>I recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were</p> <p>I can explain the causes of the Great Fire of London and what the consequences were</p>	<p>I can describe changes and some historical events they led to</p> <p>I can describe the changes after the Great Fire of London and how the changed have continued into the 21st century</p>	<p>I can use different sources to find out about the past</p> <p>I can use sources to make comparisons</p> <p>I can identify some ways the past has been represented</p>	<p>I can name a monarch</p> <p>I can talk about key events of a significant monarch</p> <p><b>I can describe significant people from the past and explain why they are important</b></p>

## Curriculum knowledge and skills progression

	Sequencing and Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and Difference	Historical Significance
Year 3	<p>I can place ages in order of time and understand meanings in their names I can place artifacts within their correct age</p> <p>With support, I can use BCE and CE</p> <p><b>With support, I can place events, artefacts and historical figures on a timeline using dates</b></p>	<p><b>I can observe evidence to ask about the past and come to conclusions based on what I have seen</b></p> <p>I can explain how we find prehistoric evidence</p> <p>I can suggest suitable sources of evidence for historical enquiries</p> <p>I can use more than one source of evidence in a historical enquiry</p>	<p>I can suggest causes and consequences of the main events within pre history such as agriculture, mining and migration</p> <p><b>I can suggest causes and consequences of main events of early civilizations</b></p>	<p>I can begin to explain the concept of change over a long period of time</p>	<p>I can describe similarities and differences between different kingdoms and ages in history</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events and historical enquiries</p> <p>I can discuss the importance of people and events in time the the impact the had on historic thought.</p>
Year 4	<p><b>I can place events, artefacts and historical figures on a timeline using dates and time (BCE/CE)</b></p>	<p>I can suggest more than one suitable source for historical enquiry</p> <p><b>I can begin to discuss the reliability and viewpoints of sources</b></p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece and Britain and give evidence to support my answers</p>	<p>I can explain the concept of change over time and represent this with evidence</p>	<p>I can describe the social, ethnicultural and religious diversity of the past</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ</p>	<p><b>I can discuss the importance of the people and events in time and the significant impact they had on society using evidence to prove my discussion (with support)</b></p>

## Curriculum knowledge and skills progression

	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and Difference	Historical Significance
Year 5	<p><b>I can use dates and times accurately in describing events and people</b></p>	<p>I can use sources of evidence to deduce information about the past</p> <p>I can use sources of evidence to form testable hypotheses about the past</p> <p><b>I can discuss whether the evidence is reliable or has a particular viewpoint attached and explain why</b></p>	<p>I can describe causes of events and their consequences in history</p>	<p>I can identify periods of rapid change in history</p> <p>I can explain the concepts of continuity and change over time</p>	<p><b>I can make comparisons between civilizations and cultures</b></p>	<p><b>I can describe the social and cultural significance of a past society</b></p> <p>I can describe the characteristic features of the past, including ideas and beliefs</p>
Year 6	<p>I can use dates and terms accurately in describing events</p> <p><b>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural.)</b></p>	<p><b>I can analyse a wide range of evidence to justify claims about the past</b></p> <p>I can explain that no single source of evidence gives the full answer to questions about the past</p> <p>With support, I can refine lines of enquiry as appropriate</p>	<p>I can describe some of the causes and consequences of WW2</p> <p>I can describe the social causes and consequences of crime and punishment.</p>	<p>I can identify changes and analyse why these changes happened</p> <p><b>I can identify periods of rapid change and contrast them with periods of relatively little change</b></p> <p>I can use appropriate vocabulary to communicate change and continuity</p>	<p>I can use appropriate historical vocabulary to compare and contrast key people/events/artifacts in history</p> <p>I can compare the main changes in a period of history with the present day</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society</p> <p><b>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</b></p>