

Ethelbert Road Primary School History curriculum



Intent

History has always been held in high regard at Ethelbert Road Primary School. We pride ourselves on our creative learning environment and classroom displays. The history curriculum at Ethelbert Road makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Ethelbert Road is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Ethelbert Road aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in topic books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning.

KS1 National Curriculum Subject Content:	KS2 National Curriculum Subject Content:
<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>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 of British history that extends pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilisations – an overview of where and when the first civilisations 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 civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.

Ethelbert Road Primary Whole School History Curriculum

Stage	Year	Topic Name	Historical Enquiry Question	Main EYFS/NC Focus	Historical Concepts	Golden Threads
EYFS	Reception	All About Me	What were you like when you were a baby and how have I changed? How has transport changed? What was the seaside like when our grandparents were children?	Children’s personal histories- past and present events in their own lives and in their family members	Continuity and change, cause and consequence, similarity and difference, significance	Community and culture, conflict and disaster, exploration and invention, hierarchy and power
Key Stage 1	Year 1	The Great Explorers	Who were the great explorers?	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		
		The Great Fire of London	Did the Great Fire make London a worse or better place?	Events beyond living memory that are significant nationally or globally.		
		Florence Nightingale	How did Florence Nightingale improve Hospitals?	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.		
	Year 2	Grace Darling	How did Grace Darling’s heroic actions shape the development of the RNLI?	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		
		The Gunpowder Plot	Should we still celebrate the Gunpowder Plot?	Events beyond living memory that are significant nationally or globally.		
		The History of Transport	How did the first flight change the world?	Events beyond living memory that are significant nationally or globally.		
Lower Key Stage 2	Year 3	The Stone Age	What was new about the Stone Age?	Changes in Britain from the Stone Age to the Iron Age.		
		The Bronze Age and the Iron Age	Which was more impressive – the Bronze Age or the Iron Age?	Changes in Britain from the Stone Age to the Iron Age.		
		Roman Britain	What did the Romans do for us?	The Roman Empire and its impact on Britain. A local history study: Richborough Roman Fort		
	Year 4	Ancient Egypt	How much did the Ancient Egyptians achieve?	The achievements of the earliest civilisations		
		Anglo-Saxons	Was the Anglo-Saxon period really a dark age?	Britain’s settlement by Anglo-Saxons and Scots.		
		Local study of Canterbury	How significant was St Augustine in the development of Canterbury	A local history study: Canterbury		
Upper Key Stage 2	Years 5 & 6 A	The Vikings and Anglo-Saxons	Would the Vikings do anything for money?	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		
		Ancient Greece	What did the Greeks do for us?	Ancient Greece – a study of Greek life and achievements and their influence on the western world.		
		Local Study	What can a local case study tell us about the Vikings?	A local history study and what evidence tells us about the past		
	Years 5 & 6 B	World War 2	Why was the Battle of Britain a significant turning point in British History?	A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066.		
		World War 2 – Local study	How did WW2 impact the county of Kent?	A local history study and what evidence tells us about the past		
		Early Islamic Civilisation	How was early Islamic civilisation a beacon of light in the dark ages?	A non-European society that provides contrasts with British history.		

Historical Concepts				
	Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
EYFS	I can look closely at similarities, differences, patterns and change.	I can discuss the reasons for things happen in a story.	I know about similarities and differences between themselves and others and among families, communities and traditions.	I can recognise special times for family and friends.
1	I am beginning to develop an understanding of growth and changes over time.	I know why people did things, why events happened and what happened as a result.	I can make observations about different types of people, events and beliefs within a society.	I can talk about why someone was important.
2	I can look at the periods of history studied and explain what is different and what is similar in the way of life.	I can explain how the actions of a significant individual or how a major event had an impact on the world or key people. Use simple causation diagrams.	I can link these observations to identify which are similar and which are different.	I can write a simple historical account to show why someone was important
3	For the periods studied, I can identify elements of change and elements of continuity.	I can describe the impact of a major event, referencing the cause. I can identify the cause of change e.g. developments in technology.	I can identify similarities and differences between ways of life at different times.	I can identify historically significant people and events in situations.
4	I can look at the periods of history studied and explain what is different and what is similar in the way of life.	I can explain how the actions of a significant individual or how a major event had an impact on the world or key people. Use simple causation diagrams.	I can link these observations to identify which are similar and which are different.	I can write a simple historical account to show why someone was important
5/6A	I can identify and explain trends over time.	I can explain how causes interrelate to cause an event or situation. I can classify the causes into types or groups e.g. military or economic.	I can explain the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies.	I can form opinions about the extent of the actions/events. I can explain why similar events differ in social memories and some gain greater prominence. I can justify opinions with evidence.
5/6B	I can reflect on whether change or continuity best characterise comparisons of the periods of history studied.	I can select and combine information that might be deemed a cause and shape it into a coherent casual explanation. I can analyse the reasons for, and results of, historical events, situations and changes. I can analyse contrasting judgements about the impact of particular events.	I can analyse the reasons for the diverse experiences of people in different societies and produce a historical account.	I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can analyse the significance of past achievements in terms of their impact on today's society.

Year R - Knowledge, Skills and Understanding Breakdown for History

Areas of Study: All About Me		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> I can talk about how I have changed since being born I can talk about changes in the environment I can talk about how my local area has changed I can talk about some events that happened before I was born 	<ul style="list-style-type: none"> I recognise objects from the past I recognise that some similarities and differences in the past I recognise that things happened before I was born 	<ul style="list-style-type: none"> I can ask questions about the past I can explore artefacts
Challenging		
<ul style="list-style-type: none"> I can order pictures from past to present I can talk about changes in the environment (seasons) 	<ul style="list-style-type: none"> I can talk about things that have happened before I was born I can answer questions using artefacts 	<ul style="list-style-type: none"> I can identify similarities and differences in artefacts I can answer questions using artefacts/ photographs provided

Year R Historical Concepts			
Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
I can look closely at similarities, differences, patterns and change.	I can discuss the reasons for things happen in a story.	I know about similarities and differences between themselves and others and among families, communities and traditions.	I can recognise special times for family and friends.

Year 1 - Knowledge, Skills and Understanding Breakdown for History

Areas of Study:

The Great Explorers – 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.

The Great Fire of London - Events beyond living memory that are **significant** nationally or globally.

Florence Nightingale - 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.

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> I can use put up to three objects in chronological order (recent history). I can use words and phrases like: old, new and a long time ago. I can tell me about things that happened when we were little. I can recognise that a story that is read to me may have happened a long time ago. I know that some objects belonged to the past. I can retell a familiar story set in the past. I can explain how they have changed since they were born. 	<ul style="list-style-type: none"> I appreciate that some famous people have helped our lives be better today. I recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. I understand that we have a queen who rules us and that Britain has had a king or queen for many years. I can begin to identify the main differences between old and new objects. I can they identify objects from the past, such as a vinyl record. 	<ul style="list-style-type: none"> I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can answer questions using artefacts/ photographs provided I can give a plausible explanation about what an object was used for in the past.
Challenging		
<ul style="list-style-type: none"> I can put up to five objects/events in chronological order (recent history). I can use words and phrases like: very old, when mummy and daddy were little. I can use the words before and after correctly I can say why they think a story was set in the past. 	<ul style="list-style-type: none"> I can explain why certain objects were different in the past, e.g. iron, music systems, televisions. I can tell another person about an important historical event that happened in the past. I can explain differences between past and present in my life and that of other children from a different time in history. I know who will succeed the queen and how the succession works. 	<ul style="list-style-type: none"> I can answer questions using a range of artefacts/ photographs provided. I can find out more about a famous person from the past and carry out some research on them.

Year 1 Historical Concepts

Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
I am beginning to develop an understanding of growth and changes over time.	I know why people did things, why events happened and what happened as a result.	I can make observations about different types of people, events and beliefs within a society.	I can talk about why someone was important.

Year 2 - Knowledge, Skills and Understanding Breakdown for History

Areas of Study:

Grace Darling – 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

The Gunpowder Plot - Events beyond living memory that are **significant** nationally or globally.

The History of transport - Events beyond living memory that are **significant** nationally or globally.

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> I can use words and phrases like: before I was born, when I was younger. I can use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning. I can use the words past and present correctly I can use a range of appropriate words and phrases to describe the past. I can sequence a set of events in chronological order and give reasons for their order. 	<ul style="list-style-type: none"> I can recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later. I can explain how my local area was different in the past. I can recount some interesting facts from a historical event, such as where the fire of London started. I can give examples of things that are different in my life from that of my grandparents when they were young. I can explain why Britain has a special history by naming some famous events and some famous people. I can explain what is meant by a parliament. 	<ul style="list-style-type: none"> I can find out something about the past by talking to an older person. I can answer questions by using a specific source, such as an information book. I can research the life of a famous Briton from the past using different resources to help them. I can research about a famous event that happens in Britain and why it has been happening for some time. I can research the life of someone who used to live in my area using the Internet and other sources to find out about them.
Challenging		
<ul style="list-style-type: none"> I can sequence a set of objects in chronological order and give reasons for their order. I can sequence events about own life. I can sequence events about the life of a famous person. I can try to work out how long ago an event happened. 	<ul style="list-style-type: none"> I can give examples of things that are different in my life from that of a long time ago in a specific period of history such as the Victorian times. I can explain why someone in the past acted in the way they did. I can explain why my locality (as wide as it needs to be) is associated with a special historical event. I can explain what is meant by a democracy and why it is a good thing. 	<ul style="list-style-type: none"> I can say at least two ways I can find out about the past, for example using books and the internet I can explain why eye-witness accounts may vary. I can research about a famous event that happens somewhere else in the world and why it has been happening for some time.

Year 2 Historical Concepts

Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
I can look at the periods of history studied and explain what is different and what is similar in the way of life.	I can explain how the actions of a significant individual or how a major event had an impact on the world or key people. Use simple causation diagrams.	I can link these observations to identify which are similar and which are different.	I can write a simple historical account to show why someone was important

Year 3 - Knowledge, Skills and Understanding Breakdown for History

Areas of Study:
 The Stone Age – changes in Britain from the Stone Age to the Iron Age
 The Bronze Age to the Iron Age – changes in Britain from the Stone Age to the Iron Age
 The Romans – the Roman Empire and its impact on Britain

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> I can describe events and periods using the words: BC, AD and decade. I can describe events from the past using dates when things happened. I can describe events and periods using the words: ancient and century. I can use a timeline within a specific time in history to set out the order things may have happened. I can use my mathematical knowledge to work out how long-ago events would have happened. 	<ul style="list-style-type: none"> I appreciate that the early Brits would not have communicated as we do or have eaten as we do. I can begin to picture what life would have been like for the early settlers. I can recognise that Britain has been invaded by several different groups over time. I know that invaders in the past would have fought fiercely, using hand to hand combat. I can suggest why certain events happened as they did in history. I can they suggest why certain people acted as they did in history 	<ul style="list-style-type: none"> I recognise the part that archaeologists have had in helping us understand more about what happened in the past. I can use various sources of evidence to answer questions. I can use various sources to piece together information about a period in history. I can research a specific event from the past. I can use my ‘information finding’ skills in writing to help me write about historical information. I can, through research, identify similarities and differences between given periods in history.

Challenging		
<ul style="list-style-type: none"> I can set out on a timeline, within a given period, what special events took place. I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. 	<ul style="list-style-type: none"> I can begin to appreciate why Britain would have been an important country to have invaded and conquered. I can appreciate that war/s would inevitably have brought much distress and bloodshed? I can understand that wars start for specific reasons and can last for a very long time. I know that invaders were often away from their homes for very long periods and would have been ‘homesick’. 	<ul style="list-style-type: none"> I can begin to use more than one source of information to bring together a conclusion about a historical event. I can use specific search engines on the Internet to help me find information more rapidly.

Year 3 Historical Concepts			
Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
For the periods studied, I can identify elements of change and elements of continuity.	I can describe the impact of a major event, referencing the cause. I can identify the cause of change e.g. developments in technology.	I can identify similarities and differences between ways of life at different times.	I can identify historically significant people and events in situations.

Year 4 - Knowledge, Skills and Understanding Breakdown for History

Areas of Study:

Ancient Egypt – the achievements of the earliest civilisations

Anglo Saxons - Britain's **settlement** by Anglo-Saxons and Scots

Anglo-Saxon Canterbury - a **local history** study

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> I can plot recent history on a timeline using centuries. I can place periods of history on a timeline showing periods of time. I can use my mathematical skills to round up time differences into centuries and decades. 	<ul style="list-style-type: none"> I can explain how events from the past has helped shape our lives. I appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences. I know that people who lived in the past cooked and travelled differently and used different weapons from ours? I recognise that the lives of wealthy people were very different from those of poor people. I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> I can research two versions of an event and say how they differ. I can research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings. I can give more than one reason to support a historical argument. I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.
Challenging		
<ul style="list-style-type: none"> I can use my mathematical skills to help me work out the time differences between certain major events in history. I can begin to build up a picture of what main events happened in Britain/the world during different centuries. 	<ul style="list-style-type: none"> I recognise that people's way of life in the past was dictated by their work. I appreciate that what people ate was different because of the availability of different sources of food. I appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. I appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education. 	<ul style="list-style-type: none"> I can independently, or as part of a group, present an aspect I have researched about a given period of history using multi-media skills when doing so.

Year 4 Historical Concepts

Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
I can make links between main events, situations and changes within and across different periods/societies.	<p>I can use causation diagrams to explain relationships between cause and consequence.</p> <p>I can summarise consequences of an event.</p>	I can describe social, cultural, religious and ethnic diversity in Britain and the wider world.	I can use sources to identify the significance of events for the local area of the wider world.

Year 5/6 A - Knowledge, Skills and Understanding Breakdown for History

Areas of Study:

- The Vikings and Anglo-Saxons – the Viking and Anglo-Saxon **struggle for the Kingdom of England** to the time of Edward the Confessor.
- Ancient Greece - a study of Greek life and **achievements** and their **influence** on the western world.

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • I can use dates and historical language in my work. • I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. • I can use their mathematical skills to work exact time scales and differences as need be. 	<ul style="list-style-type: none"> • I can describe historical events from the different period/s they are studying/have studied. • I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • I can explain the role that Britain has had in spreading Christian values across the world. • I can begin to appreciate that parliament has made major decisions for a long period of time. • I appreciate that significant events in history have helped shape the country we have today. • I have a good understanding as to how crime and punishment has changed over the years. 	<ul style="list-style-type: none"> • I can test out a hypothesis in order to answer a question. • I appreciate how historical artefacts have helped us understand more about British lives in the present and past.
Challenging		
<ul style="list-style-type: none"> • I can create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. 	<ul style="list-style-type: none"> • I appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at. 	<ul style="list-style-type: none"> • I can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.

Year 5/6 A Historical Concepts

Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
I can identify and explain trends over time.	<p>I can explain how causes interrelate to cause an event or situation.</p> <p>I can classify the causes into types or groups e.g. military or economic.</p>	I can explain the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies.	<p>I can form opinions about the extent of the actions/events.</p> <p>I can explain why similar events differ in social memories and some gain greater prominence.</p> <p>I can justify opinions with evidence.</p>

Year 5/6 B - Knowledge, Skills and Understanding Breakdown for History

Areas of Study:

- World War 2 - a study of an aspect of British history that extends pupils' **chronological knowledge** beyond 1066.
- Early Islamic Civilisation - a non-European society that provides **contrasts** with British history.

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • I can say where a period of history fits on a timeline. • I can place a specific event on a timeline by decade. • I can place features of historical events and people from past societies and periods in a chronological framework. 	<ul style="list-style-type: none"> • I can summarise the main events from a specific period in history, explaining the order in which key events happened. • I can summarise how Britain has had a major influence on world history. • I can summarise what Britain may have learned from other countries and civilizations through time gone by and more recently. • I can describe features of historical events and people from past societies and periods they have studied. • I can recognise and describe differences and similarities/changes and continuity between different periods of history. 	<ul style="list-style-type: none"> • I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • I can identify and explain my understanding of propaganda. • I can describe a key event from Britain's past using a range of evidence from different sources.
Challenging		
<ul style="list-style-type: none"> • I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. 	<ul style="list-style-type: none"> • I can suggest relationships between causes in history. • I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. • I can trace the main events that define Britain's journey from a mono to a multi-cultural society. 	<ul style="list-style-type: none"> • I can suggest why there may be different interpretations of events. • I can suggest why certain events, people and changes might be seen as more significant than others. • I can pose and answer my own historical questions.

Year 5/6 B Historical Concepts

Continuity and Change	Cause and Consequence	Similarity and Difference	Significance
I can reflect on whether change or continuity best characterise comparisons of the periods of history studied.	<p>I can select and combine information that might be deemed a cause and shape it into a coherent casual explanation.</p> <p>I can analyse the reasons for, and results of, historical events, situations and changes.</p> <p>I can analyse contrasting judgements about the impact of particular events.</p>	I can analyse the reasons for the diverse experiences of people in different societies and produce a historical account.	<p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>I can analyse the significance of past achievements in terms of their impact on today's society.</p>