



As historians we strive to develop:

- . An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes
- . The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences
- . The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources
- . The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry
- . A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- . A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- . A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

HISTORY CURRICULUM MAP
(LONG TERM PLAN FOR YEAR A and YEAR B).

Due to the changing structure of the classes and the fact that three of our classes bridge Key Stages, our long term planning is designed to ensure every child receives complete coverage of our broad and challenging curriculum throughout their learning journey.

Seagulls (R/1)		Choughs (2/3)		Razorbills (4/5)		Kittiwakes(6)
	<p><u>SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES</u></p> <ul style="list-style-type: none"> Learn about 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 e.g. 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 Learn about significant historical events, people and places in their own locality. 	<p><u>SIGNIFICANT INDIVIDUALS</u></p> <ul style="list-style-type: none"> Learn about 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 e.g. 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><u>LOCAL HISTORY STUDY B</u></p> <ul style="list-style-type: none"> Learn about significant historical events, people and places in their own locality. Learn about an aspect of local history. For example: <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p><u>CHANGES IN BRITAIN FROM STONE AGE TO IRON AGE</u></p> <ul style="list-style-type: none"> Children learn about Pre-Roman Britain. <ul style="list-style-type: none"> Late Neolithic hunter gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. 	<p><u>VIKINGS AND ANGLOSAXONS</u></p> <p>Learn the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ol style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	<p><u>ANCIENT EGYPT & THE ACHIEVEMENTS OF EARLY CIVILIZATIONS</u></p> <p>Learn about 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:</p> <ol style="list-style-type: none"> Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China
	<p><u>CHANGES IN LIVING MEMORY</u></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 	<p><u>LOCAL HISTORY STUDY A</u></p> <ul style="list-style-type: none"> Learn about significant historical events, people and places in their own locality. Learn about an aspect of local history. For example: <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p><u>BRITAIN'S SETTLEMENTS by ANGLO SAXONS AND SCOTS</u></p> <p>GEOGRAPHY LINK: Britain and its settlements</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <ol style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p><u>MAYAN CIVILIZATION</u></p> <ul style="list-style-type: none"> Learn about a non-European society that provides contrast with British history 	<p><u>CRIME AND PUNISHMENT THROUGH BRITISH HISTORY</u></p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><u>ROMANS IN BRITAIN</u></p> <p>Learn about Pupils should be taught about the Roman empire and its impact on Britain</p> <p>This could include:</p> <ol style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
	<p><u>EVENTS BEYOND LIVING MEMORY</u></p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 			<p><u>ANCIENT GREECE</u></p> <p>Study Greek life and achievements and their influence on the western world.</p>		<p><u>WORLD WAR II</u></p> <p>Learn about an aspect or theme of British History that extends pupil's chronological knowledge beyond 1066. Study an aspect of local history.</p>

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><u>22-36 months</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p><u>30-50months</u></p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Shows interest in different occupations and ways of life. <p><u>40-60 months</u></p> <p>By the end of reception children should able to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain amore accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ◦ dates ◦ time period ◦ era ◦ change ◦ chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.