



# The intention of the History curriculum

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To ensure that all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- inspire pupils' curiosity to know more about the past.
- equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- 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.

## What are the key features of 'knowledge-rich' assessment for History?

**At EYFS**, the knowledge takes full account of the Early Years Framework main characteristics of:

- Understanding the World
- Past and Present

**At key stage 1**, the knowledge takes full account of the national curriculum's main characteristics of:

- Within living memory
- Beyond living memory
- Lives of significant people
- Local history

**At key stage 2**, the knowledge takes full account of the national curriculum's main characteristics of:

- Chronology, from the stone age
- One study beyond 1066
- Ancient civilizations
- Civilizations around 900AD
- Ancient Greece 1066

- There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

- There is a difference between knowledge which will be retained close to the point of teaching and that which will be retained for ever.

- In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.



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History: Foundation Stage 2			
	Three and Four-Year-Olds	Reception	ELG
<b>Understanding the World</b>  <b>Past and Present</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul>	<p>Talk about the lives of people around them and their roles in society.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>Key Vocabulary</b>	Today, Yesterday, Then, Now, Before I was born, When my (PARENTS) were little, A long time ago, Old, New, Picture, Story, Object		



# The intention of the History curriculum

History: Key Stage 1			
History	National Curriculum	Year 1	Year 2
<b>Knowledge</b>	<p>POS: <i>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.</i></p>	<ul style="list-style-type: none"> <li>• Use common words and phrases relating to the passing of time</li> <li>• Introduce the term 'chronological' in the context of talking about time periods in history</li> <li>• Place events chronologically (e.g. three events – a long time ago, yesterday, now)</li> <li>• Recognise similarities and differences between ways of life in different periods</li> <li>• Use vocabulary of everyday historical terms</li> <li>• Ask and answer questions about the past</li> <li>• Use historical sources, including stories, to know about the past</li> <li>• Begin to know that the past can be represented and recounted in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Use common words and phrases relating to the passing of time to show an awareness of the past</li> <li>• Know and use the term chronological in the context of talking about time periods in history</li> <li>• Place events in history in relation to how they fit within a chronological framework.</li> <li>• Identify and explain similarities and differences between ways of life in different periods</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions to show that they know and understand key features of historical events</li> <li>• Use historical sources, including stories, to explain their understanding about the past</li> <li>• Know that the past can be represented and recounted in different ways</li> </ul>
<b>Key Vocabulary</b>		<p><i>Long time ago, Before, Yesterday, In the past, A long, long time ago, Ages ago, Before I was born, When ... was little/young/born, Now ,</i></p>	<p><i>During ..., In ... a time, When, Recently, Past, present, future, Artefacts, Historical , Chronological, Time period, Olden days, Old fashioned, Modern, Sources</i></p>



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		<i>When I was born/a baby, Last week, Artefacts , Historical</i>	
<b>Within living memory</b>	<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<ul style="list-style-type: none"> <li>• Know that the toys their grandparents played with were different to their own</li> <li>• Organise a number of artefacts by age</li> <li>• Know what a number of older objects were used for</li> <li>• Know the main differences between their school days and that of their grandparents</li> </ul>	
<b>Key Vocabulary</b>		<ul style="list-style-type: none"> <li>• <i>Blackboard, Chalk, Nit nurse, Inkwell, Pen and nib, Skipping, Marbles, Snakes and ladders, Ludo</i></li> </ul>	



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<p><b>Beyond living memory</b></p>	<p><i>Events beyond living memory that are significant nationally or globally [e.g the Great Fire of London, the first aeroplane flight or events commemorated through festivals /anniversaries]</i></p>		<ul style="list-style-type: none"> <li>• Know about an event or events that happened long ago, even before their grandparents were born</li> <li>• Know what we use today instead of a number of older given artefacts</li> <li>• Know that children’s lives today are different to those of children a long time ago</li> </ul>
<p><b>Key Vocabulary</b></p>			<p>Before, next, now, past, then, century, decade, sequence</p>
<p><b>Lives of significant people</b></p>	<p><b><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></b></p>	<ul style="list-style-type: none"> <li>• Name a famous person from the past and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>• Know about a famous person from outside the UK and explain why they are famous</li> </ul>



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	<i>Some should be used to compare aspects of life in different periods</i>		
<b>Key Vocabulary</b>		famous, individual, event, significant, explain	
<b>Local history</b>	<i>Significant historical events, people and places in their own locality</i>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</li> </ul>
<b>Key Vocabulary</b>		Local, famous, place, event	Local area, compare, contrast, similar, different, impact



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History: Key Stage 2			
History	National Curriculum	Year 3	Year 4
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>Understand the period in history being studied</li> <li>Know that sources of evidence (primary and secondary) can tell us about the past</li> <li>Be able to place the period of history being studied chronologically in relation to both now and the periods they have learnt about before</li> <li>Be able to talk about the period being studied including the key facts and make connections</li> <li>Use historical vocabulary when talking or writing about the historical period being studied</li> <li>Ask and answer questions about similarities and differences within the time period being studied</li> <li>Simply organise and choose from given relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between this period and a previous period in history</li> <li>Know that sources of evidence (primary and secondary) allow us to draw conclusions about the past</li> <li>Know that sometimes the sources of evidence are not reliable</li> <li>Be able to place and show a chronological understanding of the period of history being studied in relation to both now and the periods they have learnt about before</li> <li>Use key facts from this time period to make connections, contrasts and continuity with a previously studied time period</li> <li>Confidently use historical vocabulary when talking or writing about the historical period being studied</li> <li>Ask and answer relevant questions about causes within the time period being studied</li> <li>Organise and choose from given relevant historical information.</li> </ul>
<b>Key Vocabulary</b>		<p><i>Primary Sources, Secondary Sources, Refer to time specific vocabulary, e.g. centuries (100's of years ago), era, time period, Chronological, Change, Cause, Similarity, Difference</i></p>	



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<p><b>Chronology</b></p>	<p><i>To include:</i></p> <ul style="list-style-type: none"> <li>• <i>Stone age to Iron age</i></li> <li>• <i>Romans</i></li> <li>• <i>Anglo-Saxons</i></li> <li>• <i>ikings</i></li> </ul>	<p><b>Romans</b>  <b>The legacy of the Roman Empire and its impact on Britain</b></p> <p>This could include (non-stat guidance)</p> <ul style="list-style-type: none"> <li>• Know how Britain changed from the Iron age to the end of the Roman occupation</li> <li>• Know how the Roman occupation of Britain helped to advance British society</li> <li>• Know how there was resistance to the Roman occupation and know about Boudica</li> <li>• Know about at least one famous Roman emperor</li> <li>• Know when the Romans were in England</li> </ul>	<p><b>Anglo-Saxons</b>  <b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>This could include (non-stat guidance)</p> <ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman occupation and 1066</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>• Know when the Anglo-Saxons were in England</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>[Redacted]</p>	<ul style="list-style-type: none"> <li>• <i>Centurion, Emperor, Aqueduct, Gladiator, Londinium, Conquer, Invade, Romanisation, Senate, Roman baths, Empire, Strategic, Armies, Organisation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Archaeologist, Raids, Vicious, Longhouse, Berserkers, Longship, Odin, Scandinavia, Danelaw, Misconception, Jorvik</i></li> </ul>





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History: Key Stage 2			
History	National Curriculum	Year 5	Year 6
Knowledge		<ul style="list-style-type: none"> <li>• Begin to understand what the long arc of history means by making links between the historical periods studied (now &amp; previously)</li> <li>• Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources</li> <li>• Know the difference between reliability and validity</li> <li>• Begin to show a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</li> <li>• Know and identify connections, contrasts, continuity and trends over time of a range of historical periods</li> <li>• Begin to select appropriate historical vocabulary to justify their points when explaining</li> <li>• Begin to ask and answer historically valid questions about the changes within and beyond the time periods studied</li> <li>• Begin to make choices about how to organise relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a thorough understanding of the long arc of British history – the developments and complexities</li> <li>• Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources and be able to apply this</li> <li>• Know, recognise and use the difference between reliability and validity</li> <li>• Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</li> <li>• Draw on secure knowledge of a range of historical periods to identify and explain connections, contrasts, continuity and trends over time</li> <li>• Confidently selects and uses appropriate historical vocabulary to justify their points when explaining</li> <li>• Devise and respond to historically valid questions about changes, causes, similarities and differences which are of significance</li> </ul>



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			<ul style="list-style-type: none"> <li>• Make conscious choices about how to organise relevant historical information.</li> </ul>
<b>Key Vocabulary</b>		<i>Primary Sources, Secondary Sources, Reliability, Validity, Bias, Propaganda, Compare/Contrast, Connections, Trends, Chronological, Change, Cause, Similarity, Difference, Significance, Legacy, Continuity</i>	
<b>Chronology</b>	<p><i>To include:</i></p> <ul style="list-style-type: none"> <li>• <i>Stone age to Iron age</i></li> <li>• <i>Romans</i></li> <li>• <i>Anglo-Saxons</i></li> </ul> <p><i>Vikings</i></p>	<p><b>Vikings</b>  <b>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</b></p> <p>This could include (non-stat guidance)</p> <ul style="list-style-type: none"> <li>• Know where the Vikings originated from and show this on a map</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li> <li>• Know when the Vikings were in England</li> </ul>	<p><b>Ancient Greece</b>  <b>Greek life and influence on the Western world</b></p> <ul style="list-style-type: none"> <li>• Know some of the main characteristics of the Athenians and the Spartans</li> <li>• Know about the influence the gods had on Ancient Greece</li> <li>• Know at least five sports from the Ancient Greek Olympics</li> </ul>
<b>Key Vocabulary</b>		<i>Archaeologist, Anglo-Saxon kingdoms, Shires, Shire reeve, Thane, Legacy, Wessex</i> <ul style="list-style-type: none"> <li>• <i>Witan or Witenagemot, Wergild, Churl, Mercia</i></li> </ul>	<i>Philosophy, Athenians, Spartans, Democracy, Olympics, Plague, Truce, Zeus, Loincloth, Apollo, Sacred truce, Temple</i>



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History: Key Stage 2		
<p>Beyond 1066 LOCAL STUDY</p>	<ul style="list-style-type: none"> <li>• <i>An aspect of theme that takes pupils beyond 1066</i></li> <li>• <i>A local study linked to one of the periods of time studied under chronology;</i></li> <li>• <i>or A local study that could extend beyond 1066</i></li> </ul>	<ul style="list-style-type: none"> <li>• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• know how Britain has had a major influence on the world</li> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> </ul> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p>
<p>Key Vocabulary</p>	<p style="background-color: black; color: black;">[REDACTED]</p>	<p>Long arc of time, legacy, deduction, Inference, organising, information, chronology, comparison, observation, discussion, research, reflection, interpretation, questioning- historically valid, perceptive</p>



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<b>ANCIENT ANCIENS</b> (approx. 3000 years ago)	<b>Ancient Egypt</b>	<ul style="list-style-type: none"> <li>• Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>• Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> </ul>
<b>Key Vocabulary</b>		<i>Archaeologist, Pharaohs, Tombs, Pyramid, Hieroglyphs, Vizier, Scribe, Sarcophagus, Mummy, Papyrus, Scarab</i>
<b>CIVILIZATIONS from 1000 years ago</b>	<b>Mayans</b>	Know about the impact that one of the ancient societies had on the world Know why they were considered an advanced society in relation to that period of time in Europe
<b>Key Vocabulary</b>		<i>Glyphs, Codices, Chichen Itza, Cacao, Ahau or Ahaw, Batab, Itzamnahuil, Kin, Kukulcan, Uinal</i>



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iii assessment	<p>Chronological understanding</p> <p>Y1 – Pupils recognise the difference between present and past in their own and other people’s lives</p> <p>Hour (T2) Parents (T2) Father (T2)</p> <p>How are your toys different to the toys that your parents/carers had when they were your age? Why do you think they are different?</p> <p>Y2 – Pupils show their developing sense of chronology by using terms concerned with the passing of time</p> <p>Hour (T2) Parents (T2) Father (T2)</p> <p>How are your toys different to the toys that your parents/carers had when they were your age? Why do you think they are different?</p> <p>Y3 – Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time.</p> <p>Remember (T3) Soldier (T3) Community (T3)</p> <p>Can you place these key events from WWII on a timeline? • Start of WWII • D-day</p>
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Y4 – Pupils show their increasing understanding of chronology by recognising that the past can be divided into different periods of time.

Remember (T3)  
Soldier (T3)  
Community (T3)

Can you place these key events from WWII on a timeline? • Start of WWII • D-day

Y5 - Pupils begin to show factual knowledge and understanding of aspects of the history of Britain.

Remember (T3)  
Soldier (T3)  
Community (T3)

Can you place these key events from WWII on a timeline? • Start of WWII • D-day

Y6 - Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world

Remember (T3)  
Soldier (T3)  
Community (T3)

Can you place these key events from WWII on a timeline? • Start of WWII • D-day

Mastery - Pupils use factual knowledge and understanding of the history of Britain and the wider world to identify changes within and across different periods.



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Remember (T3)  
Soldier (T3)  
Community (T3)

Can you place these key events from WWII on a timeline? • Start of WWII • D-day

Historical enquiry

Y1 – Children find answers to some simple questions about the past from sources of information.

Source (T2)  
Improve (T2)  
People (T2)

Can you name a historical period of time? Why is it remembered?

Y2 - Children observe or handle sources of information to answer questions about the past on the basis of simple observations

Source (T2)  
Improve (T2)  
People (T2)

Can you name a historical period of time? Why is it remembered?

Y3 - Children use different sources of information to answer questions about the past.

Monarchy (T3)  
Empire (T3)  
Research (T3)



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Can you describe what life was like for an evacuee during WWII? What has changed and why?

Y4 - They are beginning to select information from different sources to answer questions about their past

Monarchy (T3)

Empire (T3)

Research (T3)

Can you describe what life was like for an evacuee during WWII? What has changed and why?

Y5 - They are beginning to select and combine information from different sources to answer questions about the past

Monarchy (T3)

Empire (T3)

Research (T3)

Can you describe what life was like for an evacuee during WWII? What has changed and why?

Y6 – Using their knowledge and understanding pupils are beginning to get sources of information and identify those that are useful for particular tasks

Monarchy (T3)

Empire (T3)

Research (T3)

Can you describe what life was like for an evacuee during WWII? What has changed and why?





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Mastery - Using their knowledge and understanding they identify and evaluate sources of information, which they use critically to reach and support conclusion

Monarchy (T3)  
Empire (T3)  
Research (T3)

Can you describe what life was like for an evacuee during WWII? What has changed and why?

Knowledge and understanding

Y1 – Children look at the lives of significant individuals in the past. They can show an understanding of the concept of passing of time over centuries

Decade (T2)  
Century (T3)  
Impact (T3)

Can you name a famous historical person? Why are they remembered?



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Y2 - Children explore the lives of significant individuals in the past showing an understanding of the concept of passing of time over decades and the impact it has had on civilisation

Decade (T2)  
Century (T3)  
Impact (T3)

Can you name a famous historical person? Why are they remembered?

Y3 - Children examine the lives of significant individuals showing an understanding of the concept of important change in history

Chronology (T3)  
Society (T2)  
Civilisations (T2)

Can you describe a society where life would have been different for a child your age? What has changed and why?

Y4 - Children study the lives of significant individuals and show an increasing understanding of the chronology of the time periods.

Chronology (T3)  
Society (T2)  
Civilisations (T2)

Can you describe a society where life would have been different for a child your age? What has changed and why?

Y5 - Children investigate the lives of significant individuals communicating their understanding of what significance the individuals have had on history.



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Chronology (T3)  
Society (T2)  
Civilisations (T2)

Can you describe a society where life would have been different for a child your age? What has changed and why?

Y6 - Children scrutinize the lives of significant individuals communicating their understanding of the impact and legacy the individual has had on history

Chronology (T3)  
Society (T2)  
Civilisations (T2)

Can you describe a society where life would have been different for a child your age? What has changed and why?

Mastery - They use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods

Chronology (T3)  
Society (T2)  
Civilisations (T2)

Can you describe a society where life would have been different for a child your age? What has changed and why?