

CURRICULUM INTENT:

At Chawton CE Primary School, we are historians! We aim to inspire curiosity and enthusiasm to find out more about our past by delivering an exciting and engaging history curriculum. We want our children to love history, to have no limits to what their ambitions are and to grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is to stimulate all children’s interest and provide a deep understanding about the lives of people who lived in the past. By utilising our local area, which is rich in history, and with visits to other historical sites, we ensure that children experience history first hand. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people’s cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. Learning history will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history to gain an understanding of historical development in the wider world. Our teaching will enable pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children will 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 our time.

Vocabulary						
Core Vocabulary Substantive Knowledge						
Recurring Subject Specific Concepts and Vocabulary in History				Key Recurring Vocabulary		
				Substantive Vocabulary	Disciplinary Vocabulary	
alliance archaeologist agriculture bastion/stronghold border beliefs children in a historical period church city civilisation community conquest civilian colony court coalition citizen, culture, state conflict	dictator defeat democracy diplomacy expedition emperor election exploration estate empire exile eye-witness farming famine frontier flee galleon government	hostility hierarchy invasion king liberation legacy monarch monarchy migration military neutral navigation occupation oppression opposition persecution poverty parliament	rulers and leaders reign resistance rebellion surrender source settlement senate treaty tyranny triumph trade transport tribe taxation warrior	roles invasion empire transport military rulers leaders	continuity change significance cause consequence evidence chronology investigate interpret era connections contrast secondary sources similarity and difference interrogate connections	enquire question hierarchy reliability validity influence artefact BCE/CE [Before Common Era/ Common Era] explore primary sources trends analyse source time period compare

History Knowledge and Skills (Practical Knowledge)

YEAR R

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment dance, role-play and stories. People and communities: children 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. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

In preparation for the following practical knowledge in **Year 1:** similarities and differences, chronology and making connections

Early Years: Understanding the World and Past and Present

Suggested EYS Skills, Knowledge and Understanding (Curriculum)

Order and sequence familiar events
Describe main story settings, events and principal characters.
Talk about past and present events in their own lives and in lives of family members.
Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words
Be curious about people and show interest in stories
Answer 'how' and 'why' questions ... in response to stories or events.
Explain own knowledge and understanding, and asks appropriate questions.
Know that information can be retrieved from books and computers
Record, using marks they can interpret and explain
Look closely at similarities, differences, patterns and change
Develop understanding of growth, decay and changes over time
Question why things happen and give explanations
Know about similarities and differences between themselves and others, and among families, communities and traditions
Recognise and describe special times or events for family or friends

Linked Early Learning Goal

The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

Understanding the World-Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

KEY STAGE ONE:

National Curriculum Statements

History Knowledge and Skills (Practical Knowledge)

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should 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 [for example, 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]
- significant historical events, people and places in their own locality.

Year 1/2: Cycle A

	CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING (INCLUDING CHARACTERISTIC FEATURES OF PERIODS)	HISTORICAL TERMS AND VOCABULARY (SEE TABLE)	HISTORICAL ENQUIRY (USING EVIDENCE AND COMMUNICATING IDEAS)	INTERPRETATIONS OF HISTORY	KEY CONCEPTS THAT UNDERPIN ALL HISTORICAL ENQUIRY: (REVISITING REGULARLY IN A RANGE OF CONTEXTS)
Why is London burning? <i>events beyond living memory that are significant</i>	<ul style="list-style-type: none"> • develop an awareness of the past • use common words and phrases relating to the passing of time • know where all people/events studied fit into a chronological framework • identify similarities / differences between periods 	<ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • ask and answer questions • understand some ways we find out about the past • choose and use parts of stories and other sources to show understanding 	<ul style="list-style-type: none"> • identify different ways in which the past is represented 	<ul style="list-style-type: none"> • identify similarities / differences between ways of life at different times • recognise why people did things, why events happened and what happened as a result • make simple observations about different types of people, events, beliefs within a society • talk about who was important eg in a simple historical account
How do you travel around the world on a sleigh? <i>Guy Fawkes events beyond living memory that are significant</i>	<ul style="list-style-type: none"> • develop an awareness of the past • use common words and phrases relating to the passing of time • know where all people/events studied fit into a chronological framework 	<ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • ask and answer questions • understand some ways we find out about the past • choose and use parts of stories and other sources to show understanding 	<ul style="list-style-type: none"> • identify different ways in which the past is represented 	<ul style="list-style-type: none"> • identify similarities / differences between ways of life at different times • recognise why people did things, why events happened and what happened as a result • make simple observations about different types of people, events, beliefs within a society • talk about who was important eg in a simple historical account

History Knowledge and Skills (Practical Knowledge)

	<ul style="list-style-type: none"> identify similarities / differences between periods 				
Can animals dance?					
Does chocolate grow on trees?					
What makes me me?!					
<p>What was life like at the seaside?</p> <p><i>changes within living memory</i></p>	<ul style="list-style-type: none"> develop an awareness of the past use common words and phrases relating to the passing of time identify similarities / differences between periods 	<ul style="list-style-type: none"> use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ask and answer questions understand some ways we find out about the past choose and use parts of stories and other sources to show understanding 	<ul style="list-style-type: none"> identify different ways in which the past is represented 	<ul style="list-style-type: none"> identify similarities / differences between ways of life at different times talk about who was important eg in a simple historical account
Year 1/2: CYCLE B					
	CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING (INCLUDING CHARACTERISTIC FEATURES OF PERIODS)	HISTORICAL TERMS AND VOCABULARY (SEE TABLE)	HISTORICAL ENQUIRY (USING EVIDENCE AND COMMUNICATING IDEAS)	INTERPRETATIONS OF HISTORY	KEY CONCEPTS THAT UNDERPIN ALL HISTORICAL ENQUIRY: (REVISITING REGULARLY IN A RANGE OF CONTEXTS)
<p>What was it like to live in a castle?</p> <p><i>compare aspects of life in different periods</i></p>	<ul style="list-style-type: none"> develop an awareness of the past use common words and phrases relating to the passing of time know where all people/events studied fit into a chronological framework identify similarities / differences between periods 	<ul style="list-style-type: none"> use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ask and answer questions understand some ways we find out about the past choose and use parts of stories and other sources to show understanding 	<ul style="list-style-type: none"> identify different ways in which the past is represented 	<ul style="list-style-type: none"> identify similarities / differences between ways of life at different times recognise why people did things, why events happened and what happened as a result make simple observations about different types of people, events, beliefs within a society talk about who was important eg in a simple historical account
<p>What's so great about Great Britain?</p> <p><i>What is Remembrance Day?</i></p>	<ul style="list-style-type: none"> develop an awareness of the past use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ask and answer questions understand some ways we find out about the past 	<ul style="list-style-type: none"> identify different ways in which the past is represented 	<ul style="list-style-type: none"> recognise why people did things, why events happened and what happened as a result talk about who was important eg in a simple historical account

History Knowledge and Skills (Practical Knowledge)

<p>What are our earliest memories, interview an older person to compare memories. Visit Chawton memorial</p>	<ul style="list-style-type: none"> know where all people/events studied fit into a chronological framework 				
<p>Will we ever land on the moon again?</p> <p><i>significant individuals</i></p>	<ul style="list-style-type: none"> develop an awareness of the past use common words and phrases relating to the passing of time know where all people/events studied fit into a chronological framework 	<ul style="list-style-type: none"> use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ask and answer questions understand some ways we find out about the past choose and use parts of stories and other sources to show understanding 	<ul style="list-style-type: none"> identify different ways in which the past is represented 	<ul style="list-style-type: none"> identify similarities / differences between ways of life at different times recognise why people did things, why events happened and what happened as a result make simple observations about different types of people, events, beliefs within a society talk about who was important eg in a simple historical account
<p>Will my bulb still grow if I plant it upside down?</p>					
<p>What is life as a bug like?</p>					
<p>What's so special about Chawton?</p> <p><i>people and places in their own locality</i></p>	<ul style="list-style-type: none"> develop an awareness of the past use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ask and answer questions understand some ways we find out about the past 	<ul style="list-style-type: none"> identify different ways in which the past is represented 	<ul style="list-style-type: none"> identify similarities / differences between ways of life at different times make simple observations about different types of people, events, beliefs within a society talk about who was important eg in a simple historical account
<p>Assessment notes for the Y3/4 teacher:</p>					

History Knowledge and Skills (Practical Knowledge)

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KEY STAGE TWO:

National Curriculum Statements

Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should 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 to 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. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 3/4: CYCLE A

	Chronological Knowledge and Understanding (including characteristic features of periods)	Historical terms and Vocabulary (see table)	Historical Enquiry (using evidence and communicating ideas)	Interpretations of History	Key concepts that underpin all historical enquiry: (revisiting regularly in a range of contexts)
How do you walk like an Egyptian?	<ul style="list-style-type: none"> • place the time and events studied on a time line 	<ul style="list-style-type: none"> • develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • ask a variety of questions • use the library and internet for research 	<ul style="list-style-type: none"> • identify and give some reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> • find out about everyday lives of people in time studied and compare with our life today

History Knowledge and Skills (Practical Knowledge)

<p><i>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</i></p>	<ul style="list-style-type: none"> • use terms related to the period and begin to date events • begin to understand and use more complex terms eg BC/AD • sequence several events or artefacts • continue to develop chronologically secure knowledge of history • establish clear narratives within and across periods studied 		<ul style="list-style-type: none"> • observe small details – artefacts, pictures • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • begin to address and sometimes devise historically valid questions • understand that knowledge of the past is constructed from a range of sources • select (with help) and organise relevant historical information 	<ul style="list-style-type: none"> • distinguish between different sources – compare different versions of the same story • look at representations of the period – museum, cartoons etc. • look at the evidence available • begin to evaluate the usefulness of different sources with support • use text books and historical knowledge • begin to understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> • identify reasons for and results of people's actions • understand why people may have wanted to do something • use evidence to reconstruct life in time studied • identify key features and events of time studied • offer a reasonable explanation for some events • describe / make links between main events, situations and changes within and across different periods/societies • identify and give reasons for, results of, historical events, situations, changes • identify historically significant people and events in situations
<p>How can we look after our world?</p>					
<p>Where have we come from?</p> <p><i>changes in Britain from the Stone Age to the Iron Age</i></p>	<ul style="list-style-type: none"> • place the time and events studied on a time line • begin to understand and use more complex terms eg bc/ad • use dates and terms related to the study unit and passing of time • sequence several events or artefacts • continue to develop chronologically secure knowledge of history • establish clear narratives within and across periods studied 	<ul style="list-style-type: none"> • develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • ask a variety of questions • use the library and internet for research • observe small details – artefacts, pictures • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • begin to address and sometimes devise historically valid questions • understand that knowledge of the past is 	<ul style="list-style-type: none"> • identify and give some reasons for different ways in which the past is represented • distinguish between different sources – compare different versions of the same story • look at representations of the period – museum, cartoons etc. • look at the evidence available • begin to evaluate the usefulness of different sources with support • use text books and historical knowledge • begin to understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> • find out about everyday lives of people in time studied and compare with our life today • identify reasons for and results of people's actions • understand why people may have wanted to do something • use evidence to reconstruct life in time studied • identify key features and events of time studied • offer a reasonable explanation for some events • describe / make links between main events, situations and changes within and across different periods/societies

History Knowledge and Skills (Practical Knowledge)

			<p>constructed from a range of sources</p> <ul style="list-style-type: none"> select (with help) and organise relevant historical information 		<ul style="list-style-type: none"> identify and give reasons for, results of, historical events, situations, changes identify historically significant people and events in situations
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Where are the seven wonders of the world?

How does it go round and round?

<p>What was life like in Chawton during the Regency period?</p> <p><i>a local history study</i></p>	<ul style="list-style-type: none"> place the time studied on a time line place events from period studied on time line use dates and terms related to the study unit and passing of time sequence several events or artefacts continue to develop chronologically secure knowledge of history establish clear narratives within and across periods studied 	<ul style="list-style-type: none"> develop the appropriate use of historical terms 	<ul style="list-style-type: none"> ask a variety of questions observe small details – artefacts, pictures use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past understand that knowledge of the past is constructed from a range of sources select (with help) and organise relevant historical information 	<ul style="list-style-type: none"> identify and give some reasons for different ways in which the past is represented look at representations of the period – museum, cartoons etc. look at the evidence available use text books and historical knowledge 	<ul style="list-style-type: none"> find out about everyday lives of people in time studied and compare with our life today identify reasons for and results of people's actions use evidence to reconstruct life in time studied identify key features and events of time studied offer a reasonable explanation for some events describe / make links between main events, situations and changes within and across different periods/societies identify and give reasons for, results of, historical events, situations, changes identify historically significant people and events in situations
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Year 3/4: CYCLE B

	CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING (INCLUDING CHARACTERISTIC FEATURES OF PERIODS)	HISTORICAL TERMS AND VOCABULARY (SEE TABLE)	HISTORICAL ENQUIRY (USING EVIDENCE AND COMMUNICATING IDEAS)	INTERPRETATIONS OF HISTORY	KEY CONCEPTS THAT UNDERPIN ALL HISTORICAL ENQUIRY: (REVISITING REGULARLY IN A RANGE OF CONTEXTS)
Were the Vikings raiders or traders?	<ul style="list-style-type: none"> place the time studied on a time line 	<ul style="list-style-type: none"> develop the appropriate use of historical terms 	<ul style="list-style-type: none"> ask a variety of questions use the library and internet for research 	<ul style="list-style-type: none"> identify and give some reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> find out about everyday lives of people in time studied and compare with our life today

History Knowledge and Skills (Practical Knowledge)

<p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<ul style="list-style-type: none"> place events from period studied on time line use terms related to the period and begin to date events understand more complex terms eg BC/AD use dates and terms related to the study unit and passing of time sequence several events or artefacts continue to develop chronologically secure knowledge of history establish clear narratives within and across periods studied 		<ul style="list-style-type: none"> observe small details – artefacts, pictures use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past begin to address and sometimes devise historically valid questions understand that knowledge of the past is constructed from a range of sources select (with help) and organise relevant historical information 	<ul style="list-style-type: none"> distinguish between different sources – compare different versions of the same story look at representations of the period – museum, cartoons etc. look at the evidence available begin to evaluate the usefulness of different sources with support use text books and historical knowledge begin to understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> identify reasons for and results of people's actions understand why people may have wanted to do something use evidence to reconstruct life in time studied identify key features and events of time studied offer a reasonable explanation for some events describe / make links between main events, situations and changes within and across different periods/societies identify and give reasons for, results of, historical events, situations, changes identify historically significant people and events in situations
<p>Where does the bang come from?</p>					
<p>Who built the roads?</p> <p><i>the Roman Empire and its impact on Britain: cause and consequence</i></p>	<ul style="list-style-type: none"> place the time studied on a time line place events from period studied on time line use terms related to the period and begin to date events understand more complex terms eg BC/AD use dates and terms related to the study unit and passing of time sequence several events or artefacts 	<ul style="list-style-type: none"> develop the appropriate use of historical terms 	<ul style="list-style-type: none"> ask a variety of questions use the library and internet for research use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past begin to address and sometimes devise historically valid questions understand that knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> identify and give some reasons for different ways in which the past is represented distinguish between different sources – compare different versions of the same story look at representations of the period – museum, cartoons etc. look at the evidence available begin to evaluate the usefulness of different sources with support use text books and historical knowledge begin to understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> find out about everyday lives of people in time studied and compare with our life today identify reasons for and results of people's actions understand why people may have wanted to do something use evidence to reconstruct life in time studied identify key features and events of time studied offer a reasonable explanation for some events describe / make links between main events, situations and changes within and across different periods/societies

History Knowledge and Skills (Practical Knowledge)

	<ul style="list-style-type: none"> continue to develop chronologically secure knowledge of history establish clear narratives within and across periods studied 		<ul style="list-style-type: none"> select (with help) and organise relevant historical information 		<ul style="list-style-type: none"> identify and give reasons for, results of, historical events, situations, changes identify historically significant people and events in situations
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Why is the Earth so angry?

Where does my food go?

Why is our world changing?

Assessment notes for the Y5/6 teacher:

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KEY STAGE TWO:

National Curriculum Statements:

Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

History Knowledge and Skills (Practical Knowledge)

- 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 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. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 5/6: CYCLE A

	CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING (INCLUDING CHARACTERISTIC FEATURES OF PERIODS)	HISTORICAL TERMS AND VOCABULARY (SEE TABLE)	HISTORICAL ENQUIRY (USING EVIDENCE AND COMMUNICATING IDEAS) SELECT AND ORGANISE INFORMATION TO PRODUCE STRUCTURED WORK, MAKING APPROPRIATE USE OF DATES AND TERMS	INTERPRETATIONS OF HISTORY	KEY CONCEPTS THAT UNDERPIN ALL HISTORICAL ENQUIRY: (REVISITING REGULARLY IN A RANGE OF CONTEXTS)
What have we learnt from the ancient civilisations? <i>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</i>	<ul style="list-style-type: none"> • continue to develop chronologically secure knowledge of history • establish clear narratives within and across periods studied • note connections, contrasts and trends over time • place current study on time line in relation to other studies • use relevant dates and terms • sequence up to 10 events on a time line 	<ul style="list-style-type: none"> • develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • regularly address and sometimes devise historically valid questions • understand how knowledge of the past is constructed from a range of sources • begin to identify and use primary and secondary sources • select relevant sections of information • use the library and internet for research with increasing confidence • suggest omissions and the means of finding out • bring knowledge gathered from several 	<ul style="list-style-type: none"> • understand that different versions of the past may exist, giving some reasons for this • link sources and work out how conclusions were arrived at • consider ways of checking the accuracy of interpretations – fact or fiction and opinion • be aware that different evidence will lead to different conclusions • confidently use the library and internet for research 	<ul style="list-style-type: none"> • study different aspects of different people - differences between men and women • describe social, cultural, religious and ethnic diversity in Britain and the wider world • compare life in early and late 'times' studied • find out and compare about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • know key dates, characters and events of time studied

History Knowledge and Skills (Practical Knowledge)

			sources together in a fluent account		
Are we at the centre of the universe?					
<p>How close did the Civil War get to Chawton?</p> <p><i>a local history study</i></p>	<ul style="list-style-type: none"> continue to develop chronologically secure knowledge of history establish clear narratives within and across periods studied note connections, contrasts and trends over time know and sequence key events of time studied make comparisons between different times in the past place current study on time line in relation to other studies use relevant dates and terms sequence up to 10 events on a time line 	<ul style="list-style-type: none"> develop the appropriate use of historical terms 	<ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions understand how knowledge of the past is constructed from a range of sources select relevant sections of information use a range of sources to find out about an aspect of time past suggest omissions and the means of finding out bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> understand that different versions of the past may exist, giving some reasons for this confidently use the library and internet for research 	<ul style="list-style-type: none"> describe / make links between main events, situations and changes within and across different periods/societies identify and give reasons for, results of, historical events, situations, changes study different aspects of different people - differences between men and women describe social, cultural, religious and ethnic diversity in Britain and the wider world identify historically significant people and events in situations examine causes and results of great events and the impact on people know key dates, characters and events of time studied
How can we not lose words?					
<p>Does the punishment fit?</p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<ul style="list-style-type: none"> continue to develop chronologically secure knowledge of history establish clear narratives within and across periods studied note connections, contrasts and trends over time know and sequence key events of time studied 	<ul style="list-style-type: none"> develop the appropriate use of historical terms 	<ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions understand how knowledge of the past is constructed from a range of sources selecting and organising relevant historical information use evidence to build up a picture of a past event 	<ul style="list-style-type: none"> understand that different versions of the past may exist, giving some reasons for this confidently use the library and internet for research 	<ul style="list-style-type: none"> describe / make links between main events, situations and changes within and across different periods/societies identify and give reasons for, results of, historical events, situations, changes study different aspects of different people - differences between men and women describe social, cultural, religious and ethnic diversity in Britain and the wider world

History Knowledge and Skills (Practical Knowledge)

	<ul style="list-style-type: none"> • make comparisons between different times in the past • sequence up to 10 events on a time line 		<ul style="list-style-type: none"> • suggest omissions and the means of finding out • bring knowledge gathered from several sources together in a fluent account 		<ul style="list-style-type: none"> • compare an aspect of life with the same aspect in another period • find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • know key dates, characters and events of time studied
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Have you got the skills? Chawton Bake Off!

Year 5/6: CYCLE B

	CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING (INCLUDING CHARACTERISTIC FEATURES OF PERIODS)	HISTORICAL TERMS AND VOCABULARY (SEE TABLE)	HISTORICAL ENQUIRY (USING EVIDENCE AND COMMUNICATING IDEAS)	INTERPRETATIONS OF HISTORY	KEY CONCEPTS THAT UNDERPIN ALL HISTORICAL ENQUIRY: (REVISITING REGULARLY IN A RANGE OF CONTEXTS)
<p>What would you like to invent?</p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>How has the Power of Monarchs Changed since 1066?</p> <p>Include Key Figures – William I, Henry VIII, Elizabeth I, Queen Victoria- also ask -what was Chawton like in these periods? Who lived in the library then?</p>	<ul style="list-style-type: none"> • continue to develop chronologically secure knowledge of history • establish clear narratives within and across periods studied • note connections, contrasts and trends over time • know and sequence key events of time studied • use relevant dates and terms • sequence up to 10 events on a time line 	<ul style="list-style-type: none"> • develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • regularly address and sometimes devise historically valid questions • understand how knowledge of the past is constructed from a range of sources • selecting and organising relevant historical information (primary and secondary sources) • use evidence to build up a picture of a past event • select relevant sections of information • suggest omissions and the means of finding out • bring knowledge gathered from several 	<ul style="list-style-type: none"> • understand that different versions of the past may exist, giving some reasons for this • compare accounts of events from different sources – fact or fiction • be aware that different evidence will lead to different conclusions • confidently use the library and internet for research 	<ul style="list-style-type: none"> • describe / make links between main events, situations and changes within and across different periods/societies • identify and give reasons for, results of, historical events, situations, changes • study different aspects of different people - differences between men and women • describe social, cultural, religious and ethnic diversity in Britain and the wider world • identify historically significant people and events in situations • examine causes and results of great events and the impact on people • compare an aspect of life with the same aspect in another period • know key dates, characters and events of time studied

History Knowledge and Skills (Practical Knowledge)

<p>What was it like to be an evacuee?</p> <p><i>a local history study</i></p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>visit to Chawton House to understand its use during WWII, causes and consequences, life as a child/evacuee. Include General Montgomery – could visit grave in Binstead- use of propaganda</p>	<ul style="list-style-type: none"> continue to develop chronologically secure knowledge of history establish clear narratives within and across periods studied know and sequence key events of time studied place current study on time line in relation to other studies use relevant dates and terms sequence up to 10 events on a time line 	<ul style="list-style-type: none"> develop the appropriate use of historical terms 	<p>sources together in a fluent account</p> <ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions understand how knowledge of the past is constructed from a range of sources selecting and organising relevant historical information begin to identify primary and secondary sources to build up a picture of the past suggest omissions and the means of finding out bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> understand that different versions of the past may exist, giving some reasons for this compare accounts of events from different sources – fact or fiction suggest some reasons for different versions of events consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confidently use the library and internet for research 	<ul style="list-style-type: none"> describe / make links between main events, situations and changes within and across different periods/societies identify and give reasons for, results of, historical events, situations, changes study different aspects of different people - differences between men and women describe social, cultural, religious and ethnic diversity in Britain and the wider world identify historically significant people and events in situations examine causes and results of great events and the impact on people compare an aspect of life with the same aspect in another period find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied
<p>How can we be guardians of the world?</p>					
<p>What does the rainforest do for us?</p> <p>Black Lives Matter</p> <p>Look at African slavery – and also its abolishment.</p>			<ul style="list-style-type: none"> understand how knowledge of the past is constructed from a range of sources selecting and organising relevant historical information 	<ul style="list-style-type: none"> understand that different versions of the past may exist, giving some reasons for this compare accounts of events from different sources – fact or fiction 	<ul style="list-style-type: none"> describe / make links between main events, situations and changes within and across different periods/societies identify and give reasons for, results of, historical events, situations, changes

History Knowledge and Skills (Practical Knowledge)

<p>Link to Jane Austen and her views on this. Look at significant black civil rights leaders.</p>			<ul style="list-style-type: none"> begin to identify primary and secondary sources to build up a picture of the past suggest omissions and the means of finding out bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> suggest some reasons for different versions of events consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> study different aspects of different people - differences between men and women describe social, cultural, religious and ethnic diversity in Britain and the wider world identify historically significant people and events in situations examine causes and results of great events and the impact on people compare an aspect of life with the same aspect in another period find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied
<p>Who lives in a house like this?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> continue to develop chronologically secure knowledge of history establish clear narratives within and across periods studied place current study on time line in relation to other studies use relevant dates and terms sequence up to 10 events on a time line 	<ul style="list-style-type: none"> develop the appropriate use of historical terms 	<ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions understand how knowledge of the past is constructed from a range of sources select relevant sections of information use the library and internet for research with increasing confidence bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> understand that different versions of the past may exist, giving some reasons for this link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion confidently use the library and internet for research 	<ul style="list-style-type: none"> study different aspects of different people - differences between men and women describe social, cultural, religious and ethnic diversity in Britain and the wider world compare life in early and late 'times' studied know key dates, characters and events of time studied

History Knowledge and Skills (Practical Knowledge)

<p>What do I need to keep healthy?</p> <p><i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i></p>	<ul style="list-style-type: none"> • continue to develop chronologically secure knowledge of history • establish clear narratives within and across periods studied • note connections, contrasts and trends over time • place current study on time line in relation to other studies • use relevant dates and terms • sequence up to 10 events on a time line 	<ul style="list-style-type: none"> • develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • understand how knowledge of the past is constructed from a range of sources • begin to identify and use primary and secondary sources • bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> • understand that different versions of the past may exist, giving some reasons for this • consider ways of checking the accuracy of interpretations – fact or fiction and opinion • be aware that different evidence will lead to different conclusions • confidently use the library and internet for research 	<ul style="list-style-type: none"> • study different aspects of different people - differences between men and women • describe social, cultural, religious and ethnic diversity in Britain and the wider world • compare life in early and late 'times' studied • find out and compare about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • know key dates, characters and events of time studied
<p>Assessment notes for Y7 transition:</p>					

History Knowledge and Skills (Practical Knowledge)

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