



Purpose of Study

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

Our curriculum for history aims to ensure that all pupils:

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

Year Group	Key Objectives	
Year One	<ul style="list-style-type: none"> • Children will develop their awareness of the past, using common words and phrases relating to the passing of time such as past, present, future, old, before, after. • They will identify similarities and differences between the ways of life within the timescales of their family, including grandparents. • Children will begin to explore the lives of significant individuals in the past who have contributed to national and international achievements through Learn Together focus days. 	
Year Two	<ul style="list-style-type: none"> • Children can connect events and individuals chronologically. • Children will learn about the lives of historical individuals, beyond living memory, with a local connection and begin to connect these to wider national historical events. • Children identify the different ways the past is represented and understand some of the ways which we find out about the past. (primary sources and secondary sources) • Children use a wide vocabulary of everyday historical terms including older, oldest, since, modern, recent, ancient, centuries. 	
Year Three	<p>Main periods of study:</p> <ul style="list-style-type: none"> -Changes in Britain from the Stone Age to the Iron Age -Ancient Egypt <p>2019-2020:</p> <ul style="list-style-type: none"> -Changes in Britain from the Stone Age to the Iron Age -Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> • Children will develop a chronologically secure knowledge and understanding of history throughout Key Stage Two. Their studies will begin with a local focus, branching out into national and where possible global contexts. • Children will note connections, contrasts and trends over time. • Children use a range of historical terms appropriately (See Appendix 1) • Children address and devise historically valid questions about change, cause, similarity and difference, and significance. • Children learn to construct informed responses through careful selection and organisation of historical information. • Children understand how our knowledge of the past is constructed from a range of sources and can begin to explore the influence of bias/different viewpoints.
Year Four	<p>Main periods of study:</p> <ul style="list-style-type: none"> -Roman Empire and its impact on Britain -Ancient Greece <p>2020-21 Only:</p> <ul style="list-style-type: none"> -Ancient Egypt -Ancient Greece 	
Year Five	<p>Main periods of study:</p> <ul style="list-style-type: none"> -Britain's settlement by Anglo Saxons & Vikings and the struggle for the Kingdom of England to the time of Edward the Confessor. -Ancient Maya 	
Year Six	<p>Main periods of study:</p> <p>In-depth study of the British Empire, studying its significance locally, nationally and globally and exploring the ethical issues that arise through enquiry.</p>	

Progression of Skills

	Chronological Understanding	Knowledge and understanding of events, people & changes in the past	Connections & Historical Links	Interpretations of History	Historical Enquiry
Year 1	-Sequence objects or artefacts in age order -Order personal events on a timeline <i>Then, now, after, before, a long time ago, before I was born . . .</i>	-Knowledge of aspects of living memory <i>Sarah Guppy</i> <i>Isambard Kingdom Brunel</i>	-How is my life similar to my parents' and grandparents'?	<u>Extracting</u> -Use sources from within living memory to compare to themselves given books, videos, photos and artefacts to gather information to answer given questions.	-Talk about significant events in their own experience -Ask a what question
	Look at a timeline, discussing chronology and show children IKB to now with key events that they are aware of.				
Year 2	-To sequence objects, events beyond living memory. <i>Between, past and present</i>	-Knowledge of a significant national or global event. -Knowledge of a significant individual from the past who has contributed to national/international achievements <i>Joseph Fry</i> <i>Samuel Pepys</i> <i>Amelia Earhart</i>	-How has transport changed? -How has chocolate making/Somerdale changed?	<u>Extracting</u> -Using sources from the past i.e. videos, photos and artefacts to gather information to answer given questions. <u>Interrogating</u> -Similarities and differences between given stimulus e.g. photographs showing change	-Look at the objects from the past and ask questions -Ask what and how questions
	Review Y1 learning on timeline and understanding of time before teaching new learning.				
Year 3	-To use both CE (common era) and BCE (before common era) on a timeline. -Order the events of history with the given dates. <i>Decade, Century</i>	2019-2020 -Changes in Britain from the <i>Stone Age to the Iron Age</i> The <i>Roman Empire</i> and its impact on Britain Sept 2020-onwards -Changes in Britain from the <i>Stone Age to the Iron Age</i> -Achievements of <i>Ancient Egypt</i> in Depth	-Children to understand and appreciate that the Stone Age (8,000BCE to 43 CE) and Ancient Egypt (3500BCE to 30CE) are concurrent events.	<u>Extracting</u> -Use 2 or more different sources, media or artefacts to piece together information about a period of history that is being studied. -Recognise the role of archaeologists <u>Interrogating & Evaluating</u> -Drawing parallels and bringing together sources to be able to infer what life may have been like. -'Building up their own interpretation of a period of time'	-Ask questions – who, what, how where, why -Find answers in a given extract of text, photographs, and video. -Begin to use online learning to conduct research to answer own questions about an event.
	Timelines: Review KSI learning on a timeline understanding before tracking back and teaching about new civilisations.				

	Chronological Understanding	Knowledge and understanding of events, people & changes in the past	Connections & Historical Links	Interpretations of History	Historical Enquiry
Year 4	<p>-To create specific, closed timelines within a set period of time.</p> <p>-Furthermore, a scaled-timeline that includes dates of a specific series of events. E.g the Rule of Julius Caesar.</p>	<p>2020-2021</p> <p>-Ancient Greece: Study of Ancient Greek life, achievements and their influence on the Western World</p> <p>-Achievements of Ancient Egypt in Depth</p> <p>Sept 2021 onwards</p> <p>-Ancient Greece: Study of Ancient Greek life, achievements and their influence on the Western World</p> <p>-The Roman Empire and its impact on Britain</p>	<p>-understand that the Roman Empire signified the end of Egyptians and Iron Age. Also, the Roman invasion of Britain and the ending of the Iron Age in Britain.</p> <p>-Explicit links to Rome and Greece and how they existed in similar time frames.</p> <p>-Local Keynsham/Bath links to Romans to be established.</p>	<p><u>Extracting</u></p> <p>-Investigate primary & secondary sources and explain the differences between these two types of sources.</p> <p><u>Interrogating & Evaluating</u></p> <p>-Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources.</p>	<p>-To further develop the 5 W's of historical questioning and enquiry and ask how questions.</p> <p>E.g. How were the Ancient Greeks similar to the Romans</p>
	<p>Timelines: Review KS1&Y3 learning on a timeline and understanding of time before teaching about new civilisations.</p>				
Year 5	<p>-To understand that events in History can overlap in terms of time.</p> <p>-Begin to create parallel time lines for time periods taught.</p>	<p>-Britain's settlement by Anglo-Saxons and the Scots</p> <p>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>-A study of the Mayan & Aztecs civilization Circa CE 900</p>	<p>-Children to understand that the Fall of Rome coincides with Anglo- Saxons settlements before Viking invasions.</p> <p>-A link between Egyptians' work back in Y3 and drawing similarities and differences between the Mayans and Aztecs.</p>	<p><u>Extracting</u></p> <p>-Investigate and understand two different versions of a similar event and compare and contrast these.</p> <p><u>Interrogating & Evaluating</u></p> <p>-Beginning to understand source bias.</p> <p>-To comment on the reliability and bias of sources and how it may impact the validity.</p>	<p>-To develop questioning relating to the cause of historical events and the effects they had.</p> <p>E.g. How did the Spanish effect the Mayan Empire? (Disease, Slavery etc.)</p>
	<p>Timelines: Review KS1&Y3,4 learning on a timeline and understanding of time before teaching about new civilisations.</p>				
Year 6	<p>-Draw own timeline with 2 time periods - world and British history.</p> <p>-Compare changes within and across different time periods.</p>	<p>-Studies of aspects or themes in British history that extends pupil's chronological knowledge beyond 1066</p>	<p>-Focus upon a specific aspect of historical knowledge, linking it to themes such as: Empires, Slave Trade</p> <p>-Make sure to draw links between as many previously taught areas of history e.g. Mayans, Egyptians, Romans etc.</p>	<p><u>Extracting</u></p> <p>-To be able to gather information from a wide range of sources and select which sources are most relevant - with varying opinions.</p> <p><u>Interrogating & Evaluating</u></p> <p>-To consider different ways to check and evaluate the reliability of different sources, which may be bias.</p>	<p>-To develop questioning relating to the cause of historical events and the impact they have had. (ethical focus)</p> <p>-To explain the significance of these events relating them to prior knowledge of the past and present day life.</p> <p>E.g Which society of the past has had the biggest impact on modern British life? Line of enquiry with use of sources and skills previously learned.</p>
	<p>Timelines: Review KS1&Y3,4,5 learning on a timeline and understanding of time before teaching about new civilisations.</p>				