

Bruche Primary School History



Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



Bruche Primary School- **History** progression through EYFS UW- Past and Present/ The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class

-Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history 	<ul style="list-style-type: none"> Question why things happened & give explanations Understand why and how questions Asks who, what, when & how 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos 	<ul style="list-style-type: none"> Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because

Nursery Knowledge	Autumn 1 Colours and feelings	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales and farm animals	Spring 2 Growing and changing	Summer 1 Adrift	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> Can describe special events such as a birthday/ day out/ first day at school by looking at images. To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can name their own immediate family. Can talk about how they have changed over time from baby-Toddler-child. Can talk about the events in the Christmas story. To describe what we 'remember'. 	<ul style="list-style-type: none"> Can sequence the events in a story. Can make predictions about what might happen next Uses question words of 'who', 'why', 'where' and 'when'. Compare cooking- how has this changed? 	<ul style="list-style-type: none"> Take images of growth and change and sequence events and retell what happened over time. 	<ul style="list-style-type: none"> Can talk about similarities and differences between Paddington and us. Can talk about Paddington as the first refugee and compare to life today. Can describe a memory-linked to photographs and special objects. 	<ul style="list-style-type: none"> What was the jungle like before poaching? How will poaching affect the number of animals in the wild in the future- Cause and effect.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.



Bruche Primary School- **History** progression through EYFS UW- Past and Present/The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class

-Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how Understands a range of complex sentence structures including tense markers Engage in non-fiction books 	<ul style="list-style-type: none"> Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events 	<ul style="list-style-type: none"> Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

Reception Knowledge	Autumn 1 All about Me	Autumn 2 Families and Celebrations	Spring 1 Up and Down	Spring 2 Growing and changing	Summer 1 Fairy Tales/ Adrift – Houses and Homes	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> To describe special events that have happened in my life To describe special families members and why they are special To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can explain why we remember the Soldiers on Remembrance Day. Can describe who 'Guy Faulks' was and what he did. Can compare different celebrations and relate to family life. Can retell the Christmas story and how this has influenced us today. Can compare old and new toys. 	<ul style="list-style-type: none"> Can describe a variety of fairy tale characters and the role they play and compare to fictional characters and real-life people today. Can compare a range of homes describing similarities and differences. To discuss the first moon landing- Neil Armstrong and Astronaut Tim Peak 	<ul style="list-style-type: none"> Can make predictions about what might happen next. Use non-fiction text to retrieve information. Use sources to find information. 	<ul style="list-style-type: none"> Can identify old and new homes and explain their features. Explore tools used for building and compare to today. Can explain how a refugee would feel using our knowledge of homes. Talk about memories in the past, black and white photographs and compare to today. What is special about my home. 	<ul style="list-style-type: none"> To look at how Chester Zoo has developed over the years. What has changed? What has stayed the same? Who was George Mottershead and why was he important?

Significant person	Significant event	Significant places	Changes within living memory
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Year 1: History skills progression	
<p>KS1: POS</p> <ul style="list-style-type: none"> - Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life - Events beyond living memory that are significant nationally or globally. - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Significant historical events, people and places in their own locality 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Understand the difference between things that happened in the past and the present - Describe things that happened to themselves and other people in the past - Order a set of events or objects - Use a timeline to place important events - Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i>
<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> - Recall some facts about people/ events beyond living memory - Say why people may have acted the way that they did 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Look at books, videos, photographs, pictures and artefacts to find out more about the past
<p>Historical enquiry</p> <ul style="list-style-type: none"> - Identify different ways in which the past is represented - Explore events, look at pictures and ask questions such as ' which things are old and which are new' or 'what were people doing?' - Look at objects from the past and ask questions such as ' what were they used for?' and try to answer 	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Sort events or objects into groups (past and present) - Use timelines to order events or objects - Tell stories about the past - Talk, write and draw things from the past

Year 1 – End points

<p>Shops Changes within Living memory</p>	<ul style="list-style-type: none"> • To understand the words past, present and future • To describe the similarities and differences when comparing shops from past to present • To name a variety of shops such as butcher, fishmonger, toy shop, haberdashery, chemist, bakery, greengrocer and flea markets and compare this to supermarkets today. • To be able to place shops, toys and transport in chronological order.
<p>Lewis Carroll Significant people, events and places in own locality</p>	<ul style="list-style-type: none"> • To know that Lewis Carroll is a significant person in Warrington and Cheshire • To understand the chronology of the life of Lewis Carroll from his birth in 1832 to death in 1889 including the writing of his book Alice in Wonderland. • To name the key features in Daresbury church. • To describe some of the key features present today within Warrington

Year 2: History skills progression	
<p>KS1: POS</p> <ul style="list-style-type: none"> - Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life - Events beyond living memory that are significant nationally or globally. - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Significant historical events, people and places in their own locality 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Understand and use the words past and present when telling other about an event - Recount changes in my own life over time - Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me - Use a timeline to place important events
<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> - Use information to describe the past - Describe the differences between then and now - Look at evidence to give and explain reasons why people in the past may have acted in the way that they did - Recount the main events from a significant event in history 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past
<p>Historical enquiry</p> <ul style="list-style-type: none"> - Identify different ways in which the past is represented - Ask questions about the past - Use a wide range of information to answer questions 	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Describe objects, people or events in history - Use timelines to order events or objects or place significant people - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT

Year 2 – End points

<p>Great Fire of London Significant people, events and places in own locality</p>	<ul style="list-style-type: none"> • To order the events of Great Fire of London • To explain what caused the Great Fire of London • To know Samuel Pepys is an eye-witness and can describe his account • To know the impact on London after the Great fire including building and fire regulations. • To be able to name the Wren Monument and St Pauls Cathedral as significant links.
<p>Explorers Changes within Living memory</p>	<ul style="list-style-type: none"> • To compare significant explorers- Ellen MacArthur, Christopher Columbus and Neil Armstrong • Ellen MacArthur- within living memory sailed on the sea and around the world by herself • Christopher Columbus- beyond living memory sailed by sea through America • Neil Armstrong- an astronaut who completed the first lunar landing • To explain what impact each explorer has had on Britain today.

Year 3: History skills progression	
<p>Y3: POS</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Use a timeline to place historical events in chronological order - Describe dates or and order significant events for the period studied
<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> - Use evidence to describe culture and leisure activities form the past - Use evidence to describe the clothes, ways of life and actions of people from the past - Use evidence to describe buildings and their uses of people from the past 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Explore the idea that there are different accounts of history
<p>Historical enquiry</p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Ask questions and find out answers about the past - 	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

Year 3 – End points

<p>Stone Age to Iron Age Changes in Britain from Stone Age to Iron Age</p>	<ul style="list-style-type: none"> • To be able to talk about the chronology of the early civilisations from Stone age to Iron age and place these on a timeline. • To name the changes in tools, agriculture, settlements and trade. • To name key rivers that settlements were based on • To describe the importance of an archaeologist and artefacts to find out more information
<p>Early Civilisation Early civilisations- where and when the civilisations appear</p>	<ul style="list-style-type: none"> • To name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty • To name key rivers where the settlements appeared • To plot the periods on a timeline with an understanding of overlap in time. • To describe the impact on town planning, water systems, trade and inventions.

Year 4: History skills progression	
<p>Y4: POS</p> <ul style="list-style-type: none"> - The Roman Empire and its impact on Britain - Ancient Greece- a study of Greek life and their achievements on the western world 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Order significant events ad dates onto a timeline - Describe the main changes in a period in history
<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> - Use evidence to describe what was important to people from the past - Use evidence to show how the lives of rich and poor people from the past differed - Describe similarities and differences between people, events and artefacts studied - Describe how some of the things I have studied form the past affect/influence life today 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Look at different versions of the same events in history and identify differences - Know that people in the past represent events or ideas in a way that persuades others
<p>Historical enquiry</p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Ask questions and find out answers about the past 	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

Year 4 – End points

<p>Romans The Roman Empire and it's impact on Britain</p>	<ul style="list-style-type: none"> • To be able to talk about the spread of the Roman Empire and the cause and consequence of this. • To name crucial push and pull factors. • To name key invasions linking to Julius Ceasar and Claudius • To describe the impact on Britain and the trade industry through the development of trade links and road developments. • To be able to name Warrington as a crossroad at the centre.
<p>Ancient Greece A study of Greek life and the achievements and influences on the Western World.</p>	<ul style="list-style-type: none"> • To know that Greece became part of the Roman Empire • To understand social hierarchy from upper class, middle class, lower class to slave class. • To name Athens and Sparta as two city states • To describe the development in governance • To retell some key Greek Myths

Year 5: History skills progression	
<p>Y5: POS</p> <ul style="list-style-type: none"> - The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor - 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. 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Order significant events and dates onto a timeline - Describe the main changes in a period in history
<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> - Choose reliable sources of information to find out about the past - Give own reasons why changes may have occurred, backed up by evidence - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations in history - Give reasons why there may be different accounts in history - Evaluate evidence to choose the more reliable forms
<p>Historical enquiry</p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions to answer 	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT - Plan and present a self-directed project or research about the studied period

Year 5 – End points

<p>Vikings and Saxons To be taught about the Vikings and their struggle for the Kingdom on England.</p>	<ul style="list-style-type: none"> • To know where the Vikings and Anglo Saxons fit in chronology with the first Roman Invasion in 55BC and the Norman Invasion of William the Conqueror in 1066 • To describe the struggle for the control of Britain between Anglo-Saxons and the Vikings • King Alfred stopped the Vikings taking over England and agreed peace with the introduction of the Danelaw
<p>Mayans A non European society that provides a contrast with British history</p>	<ul style="list-style-type: none"> • The Maya were an ancient civilisation who lived in an area known as Mesoamerican • Mayan society was organised into city states • Each state used trade as power and this often-caused war to gain power/wealth/glory • The Mayans had a clear social structure- the higher up the more important • The Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architecture • There are many theories that explain the decline the Mayan civilisations. Children should make their own argument based on evidence.

Year 6: History skills progression

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<p><u>Y6: POS</u></p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A Local History Study 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> - Order events, movements and dates on a timeline - Identify and compare changes within and across different periods - Understand how some historical events occurred concurrently in different locations
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> - Choose reliable sources of information to find out about the past - Give own reasons why changes may have occurred, backed up by evidence - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> - Evaluate evidence to choose the more reliable forms - Know that people both in the past and present day have a point of view and this can affect interpretation - Give clear reasons why there might be different accounts of history- linking this to factual understanding of the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions to answer 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> - Communicate ideas form the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT - Plan and present a self-directed projects or research about the studied period

Year 6 – End points

<p>Wars through time</p>	<ul style="list-style-type: none"> • To know the cause of WW1 and how this impacted WW2 • To describe life inside the trenches • To explain the influence of Walter Tull and Adolf Hitler • To describe the impact on Britain- Life of children/food/rationing/evacuation • To explain democracy and dictatorship • To give valid opinions supported by evidence as to if War can ever be justified, with an understanding of equality
<p>Local history study- Oliver Cromwell</p>	<ul style="list-style-type: none"> • To understand the different ways a country could be run; monarchy/democracy/dictatorship • To know the significant impact Cromwell had on the rule of law • Cromwell ordered a death of a King and a temporary end to the monarchy • To explain key turning points for Britain after the civil war