St Giles C.E. Primary School – Curriculum for History

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes)

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	All about me	Key historical figures	Changes from the past	Past and present	Past and present Significant people who lived in the past	Past and present
Class 2	History of the Teddy Bear	Pole to Pole	**Recap and Revisit:** Who was Daniels/Shackleton and why were they significant? **Recap and Revisit:** Key vocabulary: explorer, significant, expedition.	Transport & Travel	People who help us Florence Nightingale: The Great Fire of London	My History Matlock St Giles Primary School My History - Family
Class 3	**Recap and Revisit:** Chronology. Timelines. Victorian technology	Stone Age to Iron Age	**Recap and Revisit:** Changes to Matlock overtime	Historical Enquiry	Ancient Egypt	Romans
Class 4	**Recap of Historical Skills:**	Ancient Greeks	Tudors	Stuarts	Eyam Local Study	**Recap of Knowledge Europe**

	Compare accounts from different sources					

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	All about me	Key historical figures	Changes from the past	Past and present	Past and present Significant people who lived in the past	Past and present
Class 2	Dinosaurs	Victorian Christmas The Gunpowder Plot	Space	**Recap and Revisit:** - Who was Neil Armstrong and why was he significant? Key vocabulary: Expedition, similarities.	Titanic's Journey	Wow What Wonderful Women
Class 3	Baghdad 900AD	Anglo Saxons	Vikings	Normans	Ancient Egyptians	**Recap and Revisit:** The land use of a Viking settlement. Looking at why certain sites have been chosen to have settlements in ancient times.
Class 4	Local History: Cromford (Industrial Revolution)	Key Dates WW1/WW2	**Recap and Revisit:** Primary and secondary sources	**Recap and Revisit:** Examine the causes and results of the great events	The Mayans	Changes through the decades

				and the impact on people.		

Progression map showing key skills to be taught over the curriculum cycle

Area of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology (Sequencing)	Begins to sequence some events or at least 2 related objects in order.	Sequence some events from their own personal or local history.	Sequence at least 3 events from their own personal or local history.	Use timelines to place events in order.	Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events.	Can sequence accurately all time periods studied, using relevant dates and time markers.
Enquiry	Use pictures and photographs to create a timeline and to find out information.	Find answers to simple questions about the past from sources of information e.g. from tangible artefacts including a range of toys.	Observe or handle sources to answer questions about the past on the basis of simple observations. Begin to ask questions about artefacts and sources from the past to deepen their knowledge (who, what, why, when, where). Begin to use books and specific websites to find answers to questions. *NB: websites to be chosen by staff.*	Compare a range of first and second-hand sources and begin to discuss validity / reliability. Compare information that they find on the internet to reliable information texts. *NB: Children enabled to safely search for information to compare.* Use ICT and quality information Texts, *from a selection curated*	Use the library and internet for independent research. Select and record relevant information. Independently ask questions about artefacts, photographs and sources of information. Discuss validity and reliability of primary and secondary sources. Use a range of evidence to build up a picture of the past e.g.	Use the library and internet for research with increasing confidence, finding quicker and more efficient ways of retrieving specific and relevant information. Identify primary and secondary sources independently and question their reliability and validity. Choose relevant material to present a picture of one aspect of	Evaluate methods of retrieving information and choose the most relevant and efficient for them. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account, answering questions from others confidently and using evidence

				by staff, to research.	ICT, information texts, photographs, artefacts. Choose relevant material to present a picture of one aspect of life in time past.	life in time past and justify their choices.	to support their answers.
Cause and Consequence	Begin to understand consequences as a result of something that happens to them.	Discuss consequences in terms of immediate results of an event in the present.	Begin to recognise causes of actions and events in history and what happened as a result.	Sees that historical events have causes and consequences that result in change over time. Can list some causes and consequences of key historical events.	Sees that historical events have causes and consequences that result in change over time. Can list a greater range of causes and consequences of key historical events.	Identifies some of the consequences of events in terms of immediate and longer-term effects.	Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.
Continuity and Change	Recount changes in own life over time.	To know that things change over time.	Begin to describe changes over time	Can talk about the past in terms of periods e.g. Stone age, Romans; and understand there are differences and how things have changed between the two.	Can explain how a specific time period differs from another/today.	Describes main changes in a period in history, beginning to use words such as: social, religious, political, technological and cultural.	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural using evidence for their choices and reasoning.

Organisation & Communication	Children express themselves accurately in the correct tense (*see C&L*).	Sort events and objects into groups (i.e. then and now) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people.	Begin to communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. .	Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period

Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	To know about similarities and differences between things in the past and now drawing on their own experiences: Children will learn their own life-story To know how I have changed Discuss changes as they have grown from being a baby Talk about the lives of the people around them and their roles in society:	To know about figures from the past John Smedley: built Riber Castle To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas) Talk to Grandparents about what Christmas was like in the past Be aware of people and events from the past by sharing books and looking at photographs. Explore and talk about pictures, stories and information books on the theme of royalty. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class Talk about the roles that different people have in their community and why they are important, including emergency services and key workers. (Emergency Services)	To know about the past through settings, characters and events encountered in books read in class and storytelling. *Children express themselves accurately in the correct tense*	To know about the past through settings, characters and events encountered in books read in class and story telling Share stories and talk about significant people who lived in the past: David Attenborough. *Use pictures and photographs to create a timeline and to find out information.*	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class

Class 2	**History of the teddy bear:** Know Teddy Bears were first made about 100 years ago. Know teddy bears have changed through time. Know we can identify whether a teddy bear is old or new by looking at it's features and the materials it is made from. Know how to ask questions to find information about an object. Know older people can give	**Pole to Pole:** Know that Earnest Shackleton was one of the first Polar Explorers. Know that Earnest Shackleton is no longer alive. Know that Ann Daniels is a British Polar Explorer. Know that Ann Daniels was one of the first women to reach the North and South Pole. Know Ann Daniels is still alive today. Know that Daniels and Shackleton were both Polar Explorers but were alive during different times. Compare expeditions and explorers using the	**Recap and Revisit:** Who was Daniels/Shackleton and why were they significant? RECAP key vocab: explorer, significant, expedition.	**Transport & Travel:** Know that transport has changed over time (become safer, quicker and more comfortable). Know that there was a time before cars and aeroplanes. Sort transport into old/new. Order transport using the words 'now 'next' 'after' 'before' 'then'. Talk, write and draw about things from the past – transport.	**People who help us:** **Florence Nightingale:** Find answers to simple questions from sources of information – items belonging to Florence Nightingale. Know Florence Nightingale and Mary Seacole were both nurses in the Crimean War. Know Florence Nightingale lived in Holloway. Explain why Florence Nightingale was significant. Compare hospitals before/after Florence Nightingale using the words 'before'/'after'/'same'/'different'. Understand the impact Florence had on nursing today e.g. cleanliness in preventing disease from spreading further.	**My History:** **Matlock:** Know that Matlock has changed through time – roads, buildings. Know that COVID 19 changed how we live and affected life nationally. Identify 'old' and 'new' things in pictures of Matlock. Sort images of Matlock into old/new. **STG:** Know that St Giles School has

	us information about the past. Talk, write and draw about things from the past – teddy bears. Sort teddy bears into old/new. Compare teddy bears using the words 'old/new' and 'same/different'.	words 'old/new' and 'same/different'. Explain why Daniels/Shackleton were significant. Talk, write, and draw about things from the past – Shackleton's and Daniels' expeditions.			Compare NHS during COVID 19 epidemic and Florence in Crimean war. **<u>The Great Fire of London</u>** Know when the Great Fire of London happened and why. Know differences between London then and now (e.g. fire service, houses, transport). Find answers to simple questions from sources of information – paintings/books/diary of Samuel Pepys.	changed through time. **<u>My History:</u>** Know about my own family history. Sequence some events from their own personal history – my life. Talk, write and draw about things from the past – my history.
Class 3	**Revisit prior learning from KS1 with a focus on Victorian Technology and linked to science (light)**	**Stone age** **(Changes in Britain from the Stone Age to the Iron Age)** Early man. Hunter gathers. Early tools and trade of flint.	**Revisit prior learning regarding the history of Matlock and changes over time. Compare sources.** **Historical Enquiry** Compare a range of first and second hand sources and begin	**Historical Enquiry** Compare a range of first and second hand sources and begin to discuss validity/ reliability. Compare information that they find on the internet to reliable information texts.	**Egyptians** • **(Early Civilisations and their achievements)** • • Define a civilisation Identify when and where the civilisation is from	**Romans** **(The Roman Empire and its Impact on Britain)** Describe the Roman invasion of Britain: Julius Ceasar and Claudius

	Understand differences between periods of time Recognise that we did not always have electricity Explore light sources prior to electric bulbs and the significance of the bulb Chronologically order light sources	Travelling after prey, herd and nomadic lifestyles. Early farming, beginning of community and settlements e.g. Skara Brae Stone circles and Stonehenge. Chronology in relation to prehistory and knowledge of BC/AD. **Historical Enquiry** Compare a range of first and second hand sources and begin to discuss validity/ reliability. Compare information that they find on the internet to reliable information texts. Use ICT and quality information texts to research.	to discuss validity/ reliability. Compare information that they find on the internet to reliable information texts. Use ICT and quality information texts to research. **Revisit prior learning regarding the history of Matlock and changes over time.**	Use ICT and quality information texts to research.	Compare them to our lives in the present day. How are things similar/different? • Explore the achievements of the civilisation: pyramids, papyrus, mummification, hierarchy and irrigation. • • **Interpretations of History** • Look at artefacts form time period. • Distinguish between different sources and look at different representations of the period. • • • **Historical Enquiry** • Compare a range of first and second hand sources and begin to discuss validity/ reliability.	Resistance in Celtic Britain: Boudicca Investigate Roman culture and technology and its impact on Britain Explore and compare the life of a Roman soldier to present day

					• Compare information that they find on the internet to reliable information texts. • Use ICT and quality information texts to research. •	
Class 4	**Recap and Revisit** Chronology of time periods taught across Y3-6: Stone Age, Romans, Anglo-Saxons, Local History Eyam (Plague)	**Ancient Greeks** • Understand the difference between the Athenians and the Spartans. • Know that the Greeks were responsible for the birth of the Olympics. • Know that the Greek Gods were an important part of Greek culture. • Know how the laws in Ancient Greece founded our system of democracy. • Know how the modern police	**Tudors.** • Know who Henry VIII was, what he did and the impact of his reign. • Know how many wives he had and what happened to them. • Know what the Great Plague was, when, how and why it happened and its relevance to the local area. •	**Stuarts** • Know who the cavaliers and the puritans were. • Revise the causes and consequences of the Great Fire (Follow from infant) • Know the Stuarts began in 1603	**Local history – Eyam** • Know when the plague's fall into British history • Know what caused the plague. • Understand why it spread so quickly. • Understand the significance of the village of Eyam in stopping the spread of the plague.	**Recap and Revisit** Greek Gods; Myths and Legends; Philosophers

		system was founded				

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	To know about similarities and differences between things in the past and now drawing on their own experiences: Children will learn their own life-story To know how I have changed Discuss changes as they have grown from being a baby Talk about the lives of the people around them and their roles in society:	To know about figures from the past John Smedley: built Riber Castle To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas) Talk to Grandparents about what Christmas was like in the past Be aware of people and events from the past by sharing books and looking at photographs. Explore and talk about pictures, stories and	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class Talk about the roles that different people have in their community and why they are important, including emergency services and key workers. (Emergency Services)	To know about the past through settings, characters and events encountered in books read in class and storytelling. *Children express themselves accurately in the correct tense*	To know about the past through settings, characters and events encountered in books read in class and story telling Share stories and talk about significant people who lived in the past: David Attenborough. *Use pictures and photographs to create a timeline and to find out information.*	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class

		information books on the theme of royalty. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.				
Class 2	**Dinosaurs:** Know that the Mesozoic Era is split into three different times, what they are called and some of the plants and animals that lived then. Know that we can find information about the Mesozoic Era through studying fossils of plants and creatures. Know that there was a time before humans roamed the Earth.	**Victorian Christmas:** Know about the changes to Christmas made during the Victorian Era and how these relate to Christmas today. Know L.S. Lowry was a Victorian artist, that he lived in the local area and that his artwork can tell us important information about the Victorian Era.	**Space:** Know Neil Armstrong was the first astronaut to land on the moon. Know that the moon landing was a significant moment in history. Know when the first moon landing was and details about Apollo 11s mission.	**Recap and Revisit**: Who was Neil Armstrong and why was he significant? Key vocab: Expedition, similarities.	**Titanic's Journey:** Know that the Titanic was one of the first cruise liners. Know that the Titanic sank and this resulted in significant loss of life. Know that people of different social classes were treated differently.	**Wow What Wonderful Women:** Know that certain individuals helped to change rules and laws. Know the names and some facts about significant individuals including why they were significant. Know that we can learn from researching the lives of significant individuals.

	Know that the Earth looked different (Pangea, no man-made structures etc).	<u>The Gunpowder Plot</u> Know that The Gunpowder Plot was a plot to blow up the houses of Parliament. Know that Robert Catesby, Guy Fawkes and Thomas Percy were some of the friends involved. Know that they wanted King James removed from the throne. Know that we celebrate stopping the plot with Bonfire Night.	Know who Tim Peake is and that he is still alive today. Know that both Neil Armstrong and Tim Peake have made a significant contribution to Space Travel and understanding of Space but that their lives were different and they were from different periods of time.			
Class 3	**<u>Baghdad 900 AD</u>**	**<u>Key learning</u>**	**<u>Anglo Saxons & Vikings:</u>**	**<u>Normans</u>**	**<u>Revisit and recap</u>**	**<u>Revisit and recap</u>**

	Key learning 1)Know that Ancient Islamic civilisation originated in Mesopotamia. Then, look at Baghdad AD 900 Understand use of complex terms BC/AD 2) Know that the Early Islamic empire involved the Silk route and this was the beginning of International trade, covering East - West- Asia, Africa and over to the Mediterranean and goods: Silk, glass, spices, carpets, curtains,. 3) Know that Baghdad was an important centre for trading of goods and knowledge from east to west, notably the House of Wisdom being the centre for scholars to exchange	**Revisit and recap** Remind ourselves of ancient civilisations teaching us about time and the calendar through the stars and planets. (link to literacy) **Historical enquiry** Discuss validity and reliability of primary and secondary sources Use enquiry to discover and identify key landmarks in Britain's counties and cities and establish which parts of history they relate to e.g. Canterbury Cathedral = Kent = centre of Christianity = Anglo Saxons.	**Key learning** • Know that Britain was invaded on more than one occasion. • Know that the Anglo-Saxons and Vikings were often in conflict. • Know where the Vikings came from and where they invaded our country. • Know where the Anglo-Saxons came from and settled. • Know the link between Anglo-Saxons and Christianity. • Know that the Anglo-Saxons gave us many of the words that we use today. **Chronology of British History** Know and sequence the key events of	**Key learning** Know about the Battle of Hastings and its date of 1066. Understand its significance **Revisit and recap** Romans, Anglo-Saxons and Viking invasions Similarities and differences **Chronology of British History** Apply the period of history to the timeline of BH. **Historical enquiry** Use internet or library for independent research. Select and record relevant information.	London's key historical events and landmarks e.g. River Thames / settlements Revisit name of city linking to Romans. **Historical enquiry** Discuss children's knowledge of capital city and how London was affected throughout British Invasions. **Range and depth of knowledge** Consider landmark: Tower of London's history as a defence for country and Queen. Recap on number of invasions to Britain.	Settlements in Anglo Saxons and Vikings – compare to Manaus Also compare uses of river and settlements with Egyptian Nile river settlements **Interpretation of history** Consider deforestation as a type of invasion for local tribal people. Compare this to invasions of British history.

	knowledge from different countries. etc. 4) Know that we can build a picture of Life in the early Islamic times using a variety of sources- House, food, clothing, religion, and Islamic Art. **Revisit and recap** Remember how an early civilization gave much to the world. Recap Egyptians and look at timelines. Recap on the neighbouring country of Egypt – the Nile and fertile crescent being the same as the Egyptian fertile land for settlements. **Range and depth of knowledge** Use evidence to reconstruct life in time studied. Identify key features and events of time studied:	Derby = Viking name for the city **Organisation and Communication** Communicate ideas from the past using different genres of writing, drawing, diagrams, data handling, drama, role play, storytelling, and using ICT	time studied from pre-historic world up to/including Normans. Understand use of complex terms BC/AD. **Revisit and recap** Revisit Roman invasion on timeline and remember key facts. **Historical enquiry** Use internet or library for independent research. Select and record relevant information. Discuss artefacts, photos and buildings as sources of historical knowledge and enquiry. Use a range of evidence to build up a picture of the past.	Independently ask questions about sources and validity. Choose relevant material to present picture of one aspect of life in time past: Use Bayeux tapestry as source of enquiry for Norman Conquest.. Discuss validity and reliability of primary and secondary sources **Interpretation of history** Look at evidence available Begin to evaluate the usefulness of different sources:		

	Trade – the silk route Culture Art Religion Look for links and effects in time studied. Offer reasonable explanation for events. **Interpretation of history** Look at evidence available Begin to evaluate usefulness of different sources: Use textbooks, internet, artefacts and photos to interpret key historical events :Islamic Art and Arabian Nights **Historical enquiry** Use a range of evidence to build up a picture of the past.		E.g. photo, artefact, ICT, textbooks Discuss validity and reliability of primary and secondary sources. Independently ask questions about artefacts, photographs, sources of information. **Interpretation of history** Look at evidence available Evaluate usefulness of different sources: Use textbooks, internet, artefacts and photos to interpret key historical events **Range and depth of knowledge** Use evidence to reconstruct life in time studied	Discuss Bias of Bayeux tapestry being Norman made. **Chronology of British History** Know and sequence key events of time studied from the Pre-historic world up to and including the Normans and place these on a timeline. Understand and use more complex terms e.g. BC/AD **Range and depth of knowledge** Identify key event: The Norman Conquest 1066 Local History: Peverill Castle/ Codnor Castle		

	Independently ask questions about sources of information. Choose relevant material to present a picture of the past e.g.ICT information texts, photos, artefacts. **<u>Contrast with British History</u>** What was happening in British history during the same period? **<u>Organisation and Communication</u>** Communicate ideas from the past using different genres of writing, drawing, diagrams, data handling, drama, role play, storytelling, and using ICT. **<u>Non – chron report</u>**		Living, Transport, Beliefs. . Identify key features and events of time studied: e.g.Anglo Saxon – Christianity and buildings Vikings Lindisfarne Look for links and effects in time studied. Offer reasonable explanation for events. **<u>Organisation and Communication</u>** Communicate ideas from the past using different genres of writing, drawing, diagrams, data handling, drama, role play, storytelling, and using ICT Experience Vikings Day in school	Repton Priory Trip: Stafford Castle Normans day		

Class 4	**Local History: Cromford (Industrial Revolution)** • Know what the Industrial Revolution was and when it happened. • Know that Richard Arkwright had an impact on the local area. • Know how an industrial society differs from a pre-industrial society.	**World Wars** • Know the key dates and events for WW1 and WW2. • Understand the causes of WW2. • Know the significant individuals involved in WW2. • Understand the impact of WW2 on daily life. • Know how WW2 shaped our lives today.	**Recap and Revisit** Arkwright How did Industrial Revolution change life for children?	**Recap and Revisit** Chronology of time periods taught across Y3-6: Stone Age, Romans, Anglo-Saxons, Local History Eyam (Plague)	**The Mayans** • Know about the life and achievements of Maya society. • Know the impact of Maya Civilisation on modern society. • Know when Maya Civilisation was first recognised by archaeologists and when Maya society came to end, while recognising that there are still living Maya people today. • Know why farming was important to their civilisation.	**Changes Through the Decades** • Know and sequence key events of time studied. • Know and compare the changes to class, gender, religion, technology, transport, houses, education, work and childhood. • Know about the beliefs and characteristics of people, recognising that not everyone shares the same views and feelings.