

## History Overview

### History intent:

The history curriculum at Thameside is intended to develop children’s fascination with the people and events of the past and what we can learn from it. Children will be provided with a range of historical experiences to develop their knowledge and skills to enable them to question, research, acquire and share knowledge. As children progress through the school, their growing knowledge of the history of Britain and the wider world will help to develop a range of historical skills including: chronology, investigation, interpretation and as well as the use and value of different sources. The history curriculum is designed to build on previous skills and knowledge and to encourage children to make links between periods of history and with other curriculum subjects. We want children to feel a responsibility to challenge and question past and present perspectives of history; to learn from mistakes and successes of the past and be able to apply this to life in modern Britain.

	Autumn		Spring		Summer	
Year A	LtL: Noticing		LtL: Managing Distractions - <b>Whole school focus on what we can learn from the past.</b>		LtL: Imagining	
N/R	All about me	Light / Festivals	Journeys	Amazing animals	The world around me	Water
1/2	<b>Castles – Oxford (local history)</b> Hi1/1.3 Significant historical events, people and places in their own locality		<b>Mary Seacole – significant historical figure (world history)</b> Hi1/1.3		<b>Great Fire of London (Tudors &amp; Stuarts) Houses – how they have changed over time (British history)</b> Hi1/1.3	
3	Geo- Local study Hi2/2.1 <b>Changes over time along the River Thames Remembrance</b>		Stone age to Iron age Hi2/1.1		Egyptian artefacts Hi2/2.3  Trip: Ashmolean Museum      Creating own museum	
4/5	Local history Hi2/2.1 <b>Remembrance</b>		Romans Hi2/1.2 <b>The sandal</b>		Ancient Greeks Hi2/2.4	
5/6	Local history Hi2/2.1 <b>Remembrance</b>		Anglo-Saxons & Vikings Hi2/1.3, Hi2/1.4		Ancient history study Hi2/2.3 Islamic civilisations Hi2/2.5	

To be reviewed 2022

	Autumn		Spring		Summer	
Year B	LtL: Perseverance		LtL: Making Links		LtL: Collaboration – Environmental issues	
N/R	TBC		TBC		TBC	
1/2	<b>The history of flight + Amelia Earhart</b> Hi1/1.2, Hi1/1.3 <b>Rosie Revere Engineer</b>		<b>Titanic – significant event (British history)</b> Hi1/1.2, Hi1/1.3 <b>Samson’s Titanic journey</b>		<b>Toys – changes through living memory (local history)</b> Hi1/1.1, <b>Lost in the Toy Museum</b> <b>Trip to Abingdon museum</b>	

3/4	WWII Evacuation Local study (Didcot) Hi2/2.1 Trip Steam - Swindon	Tudor & Stuart Dynasty - Research and presenting findings Hi2/2.1  Trip Sulgrave Manor Performance	Geo - Rainforests <b>Changes over time – world issues, natural resources, deforestation, climate change</b>
5/6	Remembrance Local study Hi2/2.1	Medicine through time – Chronology Hi2/2.2 Ancient Egypt to modern day You wouldn't want to live without vaccinations Smallpox is dead	Geo – Japan <b>Changes over time, WWII Hiroshima, Tsunami 2011</b>

National curriculum:


	Key Stage 1	Key Stage 2
<b>Local history</b>	Significant historical events, people and places in their own locality	A local study
<b>Knowledge/ understanding of British history</b>	Changes within living memory – used, where appropriate, to reveal changes in national life	- 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 -Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor -An aspect or theme of British history that extends pupils' chronology
<b>Knowledge/ understanding of wider world history</b>	-Events from beyond living memory that are significant nationally or globally -Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspect of life in different periods	-The achievements of the earliest civilizations; depth study of one of: -Sumer -Indus Valley -Egypt -Shang Dynasty -Ancient Greece: life, achievements, influence -Non-European society that contrasts with British history. -One of: -early Islamic civilizations inc study of Baghdad c 900AD -Mayan civilization c. 900 AD - Benin (west Africa) c. 900-1300
<b>The ability / disposition to:</b>	-Be aware of the past, using common words & phrases relating to time -Fit people / events into chronological framework -Identify similarities / differences between periods -Use wide vocabulary of everyday historical terms -Ask and answer questions -Choose and use from stories and other sources to show understanding -Understand some ways we find out about the past -Identify different ways in which the past is represented	-Continue to develop chronologically secure knowledge of history -Establish clear narratives within and across periods studied -Note connections, contrasts and trends over time -Develop the appropriate use of historical terms -Regularly address and sometimes devise historically valid questions

-Understand how knowledge of the past is constructed from a range of sources  
 -Construct informed responses by selecting and organising relevant historical information


	Early Years	Key Stage 1	Key Stage 2
<b>Chronological knowledge / understanding (including characteristic features of periods)</b>	-Use everyday language related to time -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.	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	Continue to develop chronologically secure knowledge of history -Establish clear narratives within and across periods studied -Note connections, contrasts and trends over time
<b>Historical terms eg empire, peasant</b>	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms
<b>Historical enquiry - Using evidence / Communicating ideas</b>	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	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	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information
<b>Interpretations of history</b>		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this
<b>Continuity and change in and between periods</b>	-Look closely at similarities, differences, patterns and change -Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies
<b>Cause and consequence</b>	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes
<b>Similarity / Difference within a period/situation (diversity)</b>	Know about similarities and differences between themselves and others, and	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world

	among families, communities and traditions		
Significance of events / people	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account	Identify historically significant people and events in situations

## Skills & Knowledge progression

Historical interpretation 	Historical investigation 	Chronological understanding 	Events, people & changes 	Presenting, organising & communicating 
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EYFS	
Nursery	Reception
Development matters understanding the world	
Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical interpretation</b> 					
I can recognise that some objects belonged to the past. I can explain what an object from the past might have been used for. I can spot old and new things in a picture. I can talk about information I've learnt from stories and pictures about the past. Know some information from the past based on	I can find out things about the past by talking to an older person. I can find out about the life of a famous person from the past using stories, information books/texts and pictures. I can talk about key information I have learnt about the past. Know information about an older person's life in	I can observe and use picture, photographs and artefacts to find out about the past. I can talk about different historical sources and think about how useful they are - including museums. I am starting to to distinguish between fact and fiction. Know that there can be different versions of the same event.	I can use a range of sources to find out information about the past including statues, posters and historical sites. I can explain how historic terms and artefacts can be used to help build up a picture of life in the past. I can use sources of two versions of an event and explain how they differ.	I can use two or more historical sources; to ask and answer questions about a studied period of history. I can identify the difference between fact and opinion. I can check who when and why an interpretation of an event was written; so that I can think about how accurate it is. Know that by finding out who when and why an	I can identify and explain propaganda. I can describe a key event from the past using a range of evidence from different sources, including pictures, photos, eye witness accounts, letters, maps, diary entries and objects (artefacts). I can use factual information to help decide how accurate a historical account is.

stories and pictures they have looked at.	the past, who I've spoken to. Know key information about a famous person from the past	Know what different sources of history there are: Pictures, photos, accounts & artefacts.	Know that accounts from the past may be written from different viewpoints and what these viewpoints are.	interpretation of history was written I will be able to make a better judgement on how accurate it is. Know the difference between fact and opinion.	I can use a range of evidence to give some of my own opinions about the past. Know what a primary and secondary source is. Know what propaganda is. Know that people in the past may represent events or ideas in a persuasive way.
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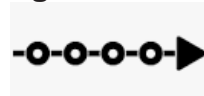
### Historical investigation



Know I can ask a variety of questions to find out about the past.

I can explain how I have changed since I was born. I can ask and answer questions about old and new objects. I can answer simple questions about the past.	I can ask why, what, who, how, where questions and begin to find answers using books and the internet	I can use research skills to find answers to specific historical questions. I can think about and discuss similarities and differences between two or more periods of history.	I can explain how an event from the past has shaped our life today. I can research what it was like for people to live in a given period of history.	I can compare two or more historical periods; explaining things which changed and things which stayed the same. I can test out a hypothesis in order to answer questions.	I can identify and explain differences, similarities and changes between different periods of history. I can select relevant information to answer specific historical questions.
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### Chronological understanding



I can use words and phrases like: old, new, past, future, before, after and a long time ago. Know what is meant by past, now and future.	I can use words and phrases like: before, after, then and now, to begin to order events. Know what is meant by present, earliest, latest, modern and century. Know that some events happened a very long time ago. (perspective in relationship to their own lives)	I can describe events from the past using dates when things happened. I can use dates to order historical events. I can use my mathematical knowledge to work out how long ago events happened.	I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades. Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	I can use a timeline with different historical periods showing key historical events or lives of significant people. I know some key dates from an area of history I have studied (eg. Start and end of period)	I can place features of historical events and people from the past societies and periods in a chronological framework. I can accurately use dates to describe historical events. Know that some events/ periods occurred
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Know that there are key dates in history.  
Know the names of their focus periods of history and start to order them.

Know and order key periods of history that they have studied.  
Know what a decade is.

concurrently in different locations.  
Know an increasing number of dates for periods and events in history.

**Events, people & changes**



I can explain how some people have helped us to have better lives.  
Know about and name an event that happened in the past.  
Know that people change as they grow older.

I can recount the life of someone famous who lived in the past  
I can give examples of things that were different when my grandparents were children.  
Know that people from the past are no longer living (beyond living memory)  
Know that events and changes (eg. Flight) have made the world how it is today.

I can explain changes that have happened in my local area. (Along River Thames)  
know how people have changed from the Stone Age to now. (Shelter, food, society Egyptians-beliefs)  
know why we have Remembrance and that there were two world wars.

I can explain how the lives of wealthy people were different from the lives of poorer people.  
Know key information about Remembrance and the two world wars in relation to life in war times. (evacuation)  
Know that the Romans invaded Britain and what life was like in Roman Britain.  
Know that the Ancient Greeks influenced how Britain is today.

I can explain how our locality has changed over time  
I can describe how a historical theme (medicine) has changed over a period of time.  
I can explain what an invasion is.  
Know details about the two world wars in reference to remembrance and the lives of the soldiers.  
know examples of when Britain has been invaded and the impact this had.  
Know how Britain was influenced by Ancient Greece.

I can summarise how Britain has had a major influence on the world.  
I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).  
Know the importance of remembrance and how the wars influenced life today (soldiers and home front)  
Know key information about the invasion of Britain by the Vikings.  
Know how the Anglo-Saxons lived in Britain (many kingdoms)

**Presenting, organising & communicating**



Know that communicating information is an important part of being a historian

I can label and talk about objects and studied events from the past.  
I can sort events before and after I was born.

I can talk and write simply about an event or person from the past that I have studied.

I can talk and write about a particular area of history I have studied.  
I can use a timeline within a specific period of history to set out the

I can present my findings about a historical period in a variety of ways – discussion, pictures, writing, annotation, models and drama.

I can order historical events or lives of significant people on a timeline.

I can summarise the main events from a period of history, explaining the order of events and what happened.

	I can sort events and objects into the past and present.	order that things may have happened.		I can present what I have learnt about a particular historical area in a variety of ways and share it with an audience.	I can describe the features of historical events and way of life from periods I have studied: presenting to an audience. I can use a timeline to show the order of key historical eras that I have previously learnt about.
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Unit overview

'S' for each unit

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Assessment

Evaluation

Co-ordinator's comments