



# HISTORY CURRICULUM

*'I believe the more you know about the past, the better prepared you are for the future'*  
*Theodore Roosevelt*

# History: Intent

Britain is an island nation with a rich and diverse history, both internally and on the world stage. We recognise that there is a responsibility to teach children the complications of history given the context of the evolution of society; history needs to be considered from many points of view.

History is a multi-dimensional subject, incorporating key moments in social, political, religious and military aspects of life. Therefore, we believe it is an essential part of our children's education, allowing them to have the historical context in which to place the present and the future.

Within the diverse context of our school, we recognise the responsibility to point the children in the direction of historical role models to whom they will relate.

Regardless of whether the children follow an academic pathway with History, pursue a career in this field, or simply have an interest in the subject, it is important that they have a good grounding as part of a broad primary education.

# Implementation:

Year 3 National Curriculum objectives: In this unit, children will be taught the following knowledge and skills:		
<u>Year 3 Areas of study:</u> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> </ul>	<u>Chronological understanding:</u> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates of and order significant events from the period studied</li> </ul>	<u>Skills (refer to wheel)</u> <ul style="list-style-type: none"> <li>Explore</li> <li>Notice</li> <li>Talk</li> <li>Understand</li> <li>Observe</li> <li>Examine</li> <li>Explain</li> <li>Evaluate</li> <li>Explore</li> <li>Experience</li> <li>Ask questions</li> <li>Discuss</li> <li>Present</li> <li>Explore diversity</li> <li>Explore critical thinking</li> <li>Express insights.</li> </ul>
<u>Knowledge and understanding of events, people and changes in the past:</u> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> </ul>	<u>Historical interpretation:</u> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> </ul>	
<u>Historical enquiry:</u> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and <b>visits to sites as evidence about the past (Egyptian Day in school).</b></li> <li>Ask questions and find answers about the past.</li> </ul>	<u>Organisation and communication:</u> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> </ul>	

# When will this be taught?

Blue – British History (Chronologically).

Green – Ancient History.

	Non-Statutory	A1	A2	Sp1	Sp2	Su1	Su2
Year 3	<p><b>Changes in Britain from the Stone Age to the Iron Age.</b> This could include:</p> <ul style="list-style-type: none"> <li>▪ Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>▪ Bronze Age religion, technology and travel, for example, Stonehenge.</li> <li>▪ Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul> <p><b>The achievements of the earliest civilizations</b> An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, <u>Ancient Egypt</u>, The Shang Dynasty of Ancient China.</p>	✓	✓		✓		

Year 4 National Curriculum objectives: In this unit, children will be taught to:

<p><u>Year 4 Areas of study:</u></p> <ul style="list-style-type: none"> <li>▪ The Roman Empire and its impact on Britain.</li> <li>▪ Ancient China: The Shang Dynasty – a study of Chinese life and achievements and their influence on the western world</li> </ul>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> <li>▪ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>▪ Order significant events and dates on a timeline.</li> <li>▪ Describe the main changes in a period in history.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Explore</li> <li>▪ Develop</li> <li>▪ Respond</li> <li>▪ Apply</li> <li>▪ Chronological</li> <li>▪ Consider identity</li> <li>▪ Examine</li> <li>▪ Evaluate</li> <li>▪ Explore</li> <li>▪ Experience</li> <li>▪ Examine</li> <li>▪ Reflect</li> <li>▪ Chronological</li> <li>▪ Consider legacy</li> <li>▪ Critical thinking</li> <li>▪ respect</li> </ul>
<p><u>Knowledge and understanding of events, people and changes in the past:</u></p> <ul style="list-style-type: none"> <li>▪ Use evidence to describe what was important to people from the past.</li> <li>▪ Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>▪ Describe similarities and differences between people, events and artefacts studied.</li> <li>▪ Describe how some of the things I have studied from the past affect/influence life today.</li> </ul>	<p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> <li>▪ Look at different versions of the same event in history and identify differences.</li> <li>▪ Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>	
<p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> <li>▪ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, <b>visits to museums or galleries (St. Albans Verulamium)</b> and visits to sites to collect evidence about the past.</li> <li>▪ Ask questions and find answers about the past.</li> </ul>	<p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> <li>▪ Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> </ul>	

# When will this be taught?

	Non-Statutory	A1	A2	Sp1	Sp2	Su1	Su2
Year 4	<p><b>The Roman Empire and its impact on Britain.</b> This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p><b>The achievements of the earliest civilizations.</b> 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, <u>The Shang Dynasty of Ancient China.</u></p>	✓	✓	✓	✓		

Year 5 National Curriculum objectives: In this unit, children will be taught to:

<p><u>Year 5 Areas of study:</u></p> <ul style="list-style-type: none"> <li>▪ Britain's settlement by Anglo-Saxons and Scots</li> <li>▪ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>▪ A non-European society that provides contrasts with British history - The Ancient Mayan Civilisation</li> </ul>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> <li>▪ Understand that a timeline can be divided into BC and AD</li> <li>▪ Order significant events, movements and dates on a timeline.</li> <li>▪ Describe the main changes in a period in history.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Explore</li> <li>▪ Experience</li> <li>▪ Share</li> <li>▪ Apply</li> <li>▪ Express insights</li> <li>▪ Evaluate</li> <li>▪ Examine diversity</li> <li>▪ Similarities</li> <li>▪ Differences</li> </ul>
<p><u>Knowledge and understanding of events, people and changes in the past:</u></p> <ul style="list-style-type: none"> <li>▪ Choose reliable sources of information to find out about the past.</li> <li>▪ Give own reasons why changes may have occurred, backed up by evidence.</li> <li>▪ Describe similarities and differences between some people, events and artefacts studied</li> <li>▪ Describe how historical events studied affect/influence life today.</li> <li>▪ Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul>	<p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> <li>▪ Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>▪ Give reasons why there may be different accounts of history.</li> <li>▪ Evaluate evidence to choose the most reliable forms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore</li> <li>▪ Share</li> <li>▪ Research</li> <li>▪ Chronological</li> <li>▪ Investigate</li> <li>▪ Reflect</li> <li>▪ Demonstrate critical thinking</li> <li>▪ Evaluate</li> <li>▪ Legacy</li> </ul>
<p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> <li>▪ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and <b>visits to sites to collect evidence about the past (Chocolate making visit to school).</b></li> <li>▪ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>▪ Investigate own lines of enquiry by posing questions to answer.</li> </ul>	<p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> <li>▪ Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</li> <li>▪ Plan and present a self-directed project or research about the studied period.</li> </ul>	

# When will this be taught?

	Non-Statutory	A1	A2	Sp1	Sp2	Su1	Su2
Year 5	<p><b>Britain's settlement by Anglo-Saxons and Scots.</b> This could include:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> This could include:</p> <ul style="list-style-type: none"> <li>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</li> <li>Further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul> <p><b>Ancient Greece.</b> A study of Greek life and achievements and their influence on the western world.</p> <p><b>A non-European society that provides contrasts with British history</b>– one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan civilization c. AD 900</u>; Benin (West Africa) c. AD 900-1300</p>	✓	✓	✓		✓	

Year 6 National Curriculum objectives: In this unit, children will be taught to:

<p><u>Year 6 Areas of study:</u></p> <ul style="list-style-type: none"> <li>▪ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>▪ The Victorians and Tudors</li> </ul>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> <li>▪ Order significant events, movements and dates on a timeline.</li> <li>▪ Identify and compare changes within and across different periods.</li> <li>▪ Understand how some historical events occurred concurrently in different locations.</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Explore</li> <li>▪ Share</li> <li>▪ Influence</li> <li>▪ Chronological</li> <li>▪ Evaluate</li> <li>▪ Identity</li> <li>▪ Communication</li> <li>▪ Critical thinking</li> <li>▪ Interpretation</li> </ul> <ul style="list-style-type: none"> <li>▪ Explore</li> <li>▪ Experience</li> <li>▪ Research</li> <li>▪ Identity</li> <li>▪ Legacy</li> <li>▪ Appreciation</li> <li>▪ Communication</li> <li>▪ Organisation</li> <li>▪ Interpretations</li> </ul>
<p><u>Knowledge and understanding of events, people and changes in the past:</u></p> <ul style="list-style-type: none"> <li>▪ Choose reliable sources of information to find out about the past.</li> <li>▪ Give reasons why changes may have occurred, backed up by evidence.</li> <li>▪ Describe similarities and differences between some people, events and artefacts studied</li> <li>▪ Describe how some of the things studied from the past affect/influence life today.</li> <li>▪ ● Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>	<p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> <li>▪ Evaluate evidence to choose the most reliable forms.</li> <li>▪ Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>▪ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>	
<p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> <li>▪ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>▪ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>▪ Investigate own lines of enquiry by posing questions to answer.</li> </ul>	<p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> <li>▪ Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>▪ Plan and present a self-directed project or research about the studied period.</li> </ul>	

# When will this be taught?

	Non-Statutory	A1	A2	Sp1	Sp2	Su1	Su2
Year 6	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ·</p> <p>The changing power of monarchs using case studies such as John, Anne and Victoria (Link to Isle of Wight visit to Osbourne House)·</p> <p>A significant turning point in British history, Battle of Hastings &amp; The Tudor Period (Link to Mary Rose visit)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Isle of Wight &amp; Carisbrooke Castle)</p>	✓	✓			✓	✓

All children complete a local history study of the local area (Watford and Cassiobury Park):

A depth study linked to one of the British areas of study listed above.

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

# Impact:

We want every child to leave Nascot Wood Junior School...

- With a chronologically secure knowledge and understanding of British, local and world history
- With an understanding of the subject links between History and Geography
- Having established clear narratives within and across the periods they study
- Having developed an interest and curiosity in the subject
- With an understanding of the possible further study and career opportunities

*In 2018, we installed of a 12-metre timeline with a comprehensive outline of the different time periods. Below is an example of our Modern History era:*

