



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. We ensure that historical literature is available in every classroom, reflecting the histories and cultures of our pupils—for example, providing books about the history of the South Asian subcontinent to support our Indian and Asian children. This curriculum document should be read in conjunction with our document 'Black British History in our Curriculum', which aims to highlight the contribution made by black and minority ethnic people to Britain's past

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.

Year 3 National Curriculum objectives- In this year group, the children will be taught the following knowledge and skills:

<p><u>Year 3 Areas of study:</u></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 civilizations appeared and a depth study of Ancient Egypt. ▪ A study of childhood from the Tudor period, through Victorian Britain to the present day. 	<p><u>Chronological Thinking and Understanding:</u></p> <ul style="list-style-type: none"> ▪ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ▪ Understand that CE (Common Era) and BCE (Before Common Era) are often used in place of BC and AD. ▪ Understanding of the term ‘Pre-History’ and what this term means. ▪ Use a timeline to place historical events in chronological order. ▪ Describe dates of and order significant events from the period studied 	<p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ▪ Identify reasons why changes or developments happened, such as changes in daily life, technology or society. ▪ Make connections between actions and their short- and long-term consequences, considering impacts on people and communities. ▪ Recognise the influence of key historical developments on later periods and the modern world, including lifestyles, culture, laws and ways of living.
<p><u>Knowledge and Understanding of events, people and changes in the past:</u></p> <ul style="list-style-type: none"> ▪ Use evidence to describe the culture and leisure activities from the past. ▪ Use evidence to describe the way of life and actions of people in the past. ▪ Use evidence to describe buildings and their uses from the past. ▪ Use evidence to understand how society was ruled and governed. ▪ Use evidence to understand how civilisations evolved and ended. 	<p><u>Historical Interpretation:</u></p> <ul style="list-style-type: none"> ▪ Explore the idea that there are different accounts of history. ▪ Understanding that not all evidence from history is based on <i>written</i> accounts. 	
<p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> ▪ 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 as evidence about the past. <ul style="list-style-type: none"> ○ Stone Age and Iron Age Day at the Chiltern Open Air Museum. ○ History Off the Page Egyptian Day in school. ▪ Ask questions and find answers about the past. 	<p><u>Organisation and Communication:</u></p> <ul style="list-style-type: none"> ▪ Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT. 	

Year 4 National Curriculum objectives - In this year group, the children will be taught the following knowledge and skills:		
<p><u>Year 4 Areas of study:</u></p> <ul style="list-style-type: none"> ▪ The Roman Empire and its impact on Britain. ▪ The Ancient Greeks and their greatest achievements. ▪ A local history study of Watford. 	<p><u>Chronological Understanding:</u></p> <ul style="list-style-type: none"> ▪ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ▪ Understand that CE (Common Era) and BCE (Before Common Era) are often used in place of BC and AD. ▪ Order significant events and dates on a timeline. ▪ Describe the main changes in a period in history. ▪ Develop an awareness that different events and ways of life were happening around the world at the same time, building a broader sense of global chronology 	<p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ▪ Identify reasons why significant events or changes happened. ▪ Recognise the impact of events on people, societies or environments. ▪ Explore the short-term and long-term outcomes of decisions and developments. ▪ Make connections between actions and their consequences across different periods. ▪ Understand that similar causes can have different effects in different contexts.
<p><u>Knowledge and Understanding of events, people and changes in the past:</u></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 people across a social hierarchy differed. ▪ Describe similarities and differences between people, events and artefacts studied. ▪ Describe how some of the things I have studied from the past affect/influence life today. 	<p><u>Historical Interpretation:</u></p> <ul style="list-style-type: none"> ▪ Look at different versions of the same event in history and identify differences. ▪ Know that people in the past represent events or ideas in a way that persuades others. 	
<p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> ▪ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. <ul style="list-style-type: none"> ○ St. Albans Cathedral and Verulamium ○ Interactive Online Workshop – London Mithraeum, London’s Roman Amphitheatre and Billingsgate Roman House and Baths. ○ History Off the Page Life in Roman Britain Day in school. ▪ Ask questions and find answers about the past. 	<p><u>Organisation and Communication:</u></p> <ul style="list-style-type: none"> ▪ Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT. 	

Year 5 National Curriculum objectives - In this year group, the children will be taught the following knowledge and skills:

<p><u>Year 5 Areas of study:</u></p> <ul style="list-style-type: none"> ▪ Britain’s settlement by Anglo-Saxons and Scots ▪ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ A non-European society that provides contrasts with British history - The Ancient Mayan Civilisation 	<p><u>Chronological Understanding:</u></p> <ul style="list-style-type: none"> ▪ Understand that a timeline can be divided into BC and AD ▪ Understand that CE (Common Era) and BCE (Before Common Era) are often used in place of BC and AD. ▪ Order significant events, movements and dates on a timeline. ▪ Describe the main changes in a period in history. 	<p><u>Cause and Consequence:</u></p> <ul style="list-style-type: none"> ▪ Identify reasons why significant changes or events happened, such as invasions, settlement or cultural developments. ▪ Make connections between actions and their short- and long-term consequences across a variety of societies. ▪ Recognise the impact of key historical developments on later periods and the modern world, including law, trade and governance.
<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 societies. (E.g. religion, houses, society, technology.) 	<p><u>Historical Interpretation:</u></p> <ul style="list-style-type: none"> ▪ Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. ▪ Give reasons why there may be different accounts of history and to recognise where there could be bias in sources. ▪ Evaluate evidence to choose the most reliable forms. 	
<p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ○ History off the Page Anglo-Saxon Britain Day in school. ○ Virtual workshop with a Maya archaeologist. ▪ 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 about from the past using different genres of 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. ▪ Ask questions to historical experts. 	

Year 6 National Curriculum objectives - In this year group, the children will be taught the following knowledge and skills:		
<ul style="list-style-type: none"> ▪ The role of Britain in World War Two and the impact on the outcome of the war as a result. ▪ Crime and Punishment through the ages of Britain. ▪ The impact of Victorian Britain on the modern world in Britain and beyond. 	<p><u>Chronological Understanding:</u></p> <ul style="list-style-type: none"> ▪ Understand that a timeline can be divided into BC and AD ▪ Understand that CE (Common Era) and BCE (Before Common Era) are often used in place of BC and AD. ▪ Order significant events, movements and dates on a timeline. ▪ Describe the main changes throughout periods in history. 	<p><u>Cause and Consequence:</u></p> <ul style="list-style-type: none"> ▪ Identify reasons why major events or changes occurred, such as wars, social reforms and changes in laws. ▪ Make connections between actions and their short- and long-term consequences, considering the impact on people, communities and society. ▪ Recognise the influence of key historical developments on modern Britain and the wider world, including technology, governance, social justice and daily life.
<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 societies. (E.g. religion, rule, technology and law.) 	<p><u>Historical Interpretation:</u></p> <ul style="list-style-type: none"> ▪ Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. ▪ Give reasons why there may be different accounts of history and to recognise where there could be bias in sources. ▪ Evaluate evidence to choose the most reliable forms. 	
<p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ○ History off the Page WWII Homefront 1940 Day in school. ○ Visit to Osborne House on Isle of Wight residential. ▪ 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 about from the past using different genres of 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. ▪ Ask questions to historical experts. 	

<i>History is taught in the first half of each term</i>			
<i>6 lessons per unit of work</i>	Autumn (first half term)	Spring (first half term)	Summer (first half term)
<i>Changes in Britain from the Stone Age to the Iron Age</i>	<i>Changes in Britain from the Stone Age to the Iron Age (Year 3)</i>		
<i>The achievements of the earliest civilizations – 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, The Shang Dynasty of Ancient China</i>		<i>Ancient Egypt (Year 3)</i>	
<i>The Roman Empire and its impact on Britain</i>		<i>The Roman Empire and its impact on Britain (Year 4)</i>	
<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>Britain's settlement by Anglo-Saxons and Scots (Year 5)</i>		
<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>		<i>The Viking and Anglo-Saxon struggle for the Kingdom of England (Year 5)</i>	
<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>Crime and Punishment (Year 6)</i>	<i>World War Two (Year 6)</i>	<i>British Childhood through the ages (Year 3)</i> <i>The Victorians (Year 6)</i>
<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>The Ancient Greeks (Year 4)</i>		
<i>A 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</i>			<i>Ancient Maya civilisation (Year 5)</i>
<i>A local history study</i>			<i>Watford's History (Year 4)</i>

When will this be taught?

