

History

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt.

History Curriculum

Historical Chronology - A coherent narrative, knowledge and understanding of Britain's past and the wider world.

Historical concepts - To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Historical interpretation - To think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Historical enquiry - To inspire pupils' curiosity to know more about the past and ask perceptive questions.

Historical communication - To create their own structured accounts, including written narratives and analyses.

Autumn - Nursery	Spring - Nursery	Summer - Nursery
Nursery	Nursery	Nursery
<p>I can use simple words to talk about my daily routine</p> <p>I can remember and talk about significant events in my own life and my family</p> <p>I can talk about how I have changed since I was a baby</p> <p>I can recognise and talk about the different roles of people within school</p>	<p>I can start to talk about the days of the week</p> <p>I can remember and talk about significant events in my own life and my family</p> <p>I can talk about how I change as I grow</p> <p>I can recognise and talk about people who keep me healthy in my community</p>	<p>I can use first, then and next to talk about the passing of time</p> <p>I can remember and talk about significant events in my own life and my family</p> <p>I can talk about my experiences in Nursery</p> <p>I can recognise and talk about people who keep me safe in my community</p>
<p><u>Statutory ELG: Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		

Autumn – Reception	Spring - Reception	Summer – Reception
Previous Learning Nursery	Previous Learning Nursery	Previous Learning Nursery
<p>I can use simple words to talk about my daily routine</p> <p>I can remember and talk about significant events in my own life and my family</p> <p>I can talk about how I have changed since I was a baby</p> <p>I can recognise and talk about the different roles of people within school</p>	<p>I can start to talk about the days of the week</p> <p>I can remember and talk about significant events in my own life and my family</p> <p>I can talk about how I change as I grow</p> <p>I can recognise and talk about people who keep me healthy in my community</p>	<p>I can use first, then and next to talk about the passing of time</p> <p>I can remember and talk about significant events in my own life and my family</p> <p>I can talk about my experiences in Nursery</p> <p>I can recognise and talk about people who keep me safe in my community</p>
Reception	Reception	Reception
<p><u>Autumn</u> <u>Families and Celebrations</u></p> <p>I can use simple words to talk about daily routines</p>	<p><u>Spring</u> <u>Space</u></p> <p>I can use simple words to talk about the days of the week and the months of the year</p>	<p><u>Summer</u> <u>Local area/Seaside</u></p> <p>I can use first, then, next, after that and finally to talk about the passing of time.</p>

<p>I can tell the past is different from today by exploring pictures of family members</p> <p>I can make a personal time line</p> <p>I can recall some simple linked to Remembrance Day</p> <p>I can explore characters from the past through stories</p>	<p>I can put 2 events in the correct order that they happened or were made</p> <p>I can recall some simple facts and historical stories linked to space</p> <p>I can find answers to simple questions about space in a piece of writing or from a picture</p> <p>I can find out about Astronauts from the past and now</p>	<p>I can put 2 events/objects in the correct order that they happened or were made</p> <p>I can recall some simple facts about the seaside in the past</p> <p>I can find answers to simple questions about the seaside in the past from a piece of writing or a picture</p>
---	--	---

Statutory ELG: Past and Present
 Talk about the lives of the people around them and their roles in society.
 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
 Understand the past through settings, characters and events encountered in books read in class and storytelling.

<u>Autumn – Y5 – Ancient Greece</u>	<u>Spring – Y5 – Local History</u>	<u>Summer – Y5 – Tudors</u>
<p style="text-align: center;"><u>Prior Learning</u></p> <p>Children can tell the story of events within and across the time periods I have studied. Children can identify change within the periods they have studied. Children can give a few reasons for and the results of the main events. Children can understand that the past can be represented or interpreted in a few different ways.</p>	<p style="text-align: center;"><u>Prior Learning</u></p> <p>Children learnt about their local history in Year 1 – in which they used books, photographs and artefacts to find out about the local area. Children have looked and talked about how Partington has changed using various source and spoken to people who lived there in the past.</p>	<p style="text-align: center;"><u>Prior Learning</u></p> <p>Children can tell the story of events within and across the time periods I have studied. Children can identify change within the periods they have studied. Children can give a few reasons for and the results of the main events. Children can understand that the past can be represented or interpreted in a few different ways.</p>
<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <p>Historical Chronology I can explain and understand the four main time periods of the Greek empire and place them on a timeline.</p> <p>Historical Concepts I can explain and understand how the political system worked in ancient Greece and compare this to our own system.</p> <p>Historical Interpretation I can understand and explain the idea of a city-state and use historical sources to research Athens and Sparta.</p> <p>Historical Enquiry I can understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.</p> <p>Historical Communication I can make connections, ask historically-valid questions and create my own structured accounts in the context of finding out about the Trojan War.</p>	<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <p>Historical Chronology I can identify specific changes within my local areas over a period of time.</p> <p>Historical Concepts I can understand how and why my local area has developed in the way it has.</p> <p>Historical Interpretation I can suggest relationships between why some things change and why others remain the same.</p> <p>Historical Enquiry I can investigate the people and events that took place where I live.</p> <p>Historical Communication I can research how my locality was involved in, responded to and was affected by regional, national and international events and actions.</p>	<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <p>Historical Chronology I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</p> <p>Historical Concepts I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and difference.</p> <p>Historical Interpretation I can use evidence and various historical sources to draw conclusions about a significant historical figure.</p> <p>Historical Enquiry I can use artefacts to ask questions about Tudor England.</p> <p>Historical Communication I can organise information and produce a written piece of work which describes the main features of the Tudors.</p>
<p style="text-align: center;"><u>Key assessment questions</u></p> <ol style="list-style-type: none"> 1. How did the political system work in Ancient Greece and how has it shaped politics today? 2. What made the Gods and Goddesses so important to their culture? 3. What were the four main time periods in the Greek Empire – why were they split in this way? 4. What is a city-state? How is it different to the cities we live in now? 	<p style="text-align: center;"><u>Key assessment questions</u></p> <ol style="list-style-type: none"> 1. How has Partington developed over the years? Why? 2. How does our locality remember significant individuals? 3. What has not changed in Partington over the years? Why? 4. Can you tell me about two significant individuals and why they are still remembered to this day? 	<p style="text-align: center;"><u>Key assessment questions</u></p> <ol style="list-style-type: none"> 1. King Henry VIII is the most famous monarch in British history, why do you think his way of living has gained such interest over time? 2. Can you compare Henry VIII to his daughter Elizabeth I? 3. What similarities did both monarchs possess? Are there any noticeable differences? 4. Why was religion significant in this era?

<u>Autumn – Y6 – Victorians</u>	<u>Spring – Y6 – WW1</u>	<u>Summer – Y6 – WW2</u>
<p style="text-align: center;"><u>Prior Learning</u></p> <p>Pupils studied the Stuarts/Tudors they: carried on their chronology of British history with learning dates of the Stuart/Tudor reign Pupils looked at life in Tudor Britain and compared it to that of Roman era Britain. Pupils studied the life of Henry the 8th and evaluated his impact on modern day society (religion, parliament). See Y5 Roman History for full curriculum objectives and assessment q's.</p>	<p style="text-align: center;"><u>Prior Learning</u></p> <p>Pupils studied the Victorians they: carried on their chronology of British history with learning dates of the Victorian Era. Pupils looked at life in Britain during the 19th Century with a particular focus on the lives of young people. Pupils compared life during the British Empire to life in the 21st century. See Y6 Victorians for full curriculum objectives and assessment q's.</p>	<p style="text-align: center;"><u>Prior Learning</u></p> <p>Pupils studied WW1 they: carried on their chronology of British history with learning dates of WW1. Pupils looked at life in Britain during the early 20th century. Pupils studied the life of children and lifestyles during this period and how Britain's Empire changed. See Y6 Victorians for full curriculum objectives and assessment q's.</p>
<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <p>Historical Chronology I can explain where the Victorian era was in history & how events from one time period (the Stuarts/Tudors) affect another (the Victorians).</p> <p>Historical Concepts I can identify features (industrial revolution, art, culture, scientific progress) of past societies (the Victorians) and identify links to different historical periods (the Stuarts/Tudors)</p> <p>Historical Interpretation I understand the complexity of people's lives in the Victorian era and how their society was very different due to changes or challenges at the time (industrial revolution, school, etc).</p> <p>Historical Enquiry I know how our knowledge of the past is constructed from a range of sources.</p> <p>Historical Communication I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias</p>	<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <p>Historical Chronology I can summarise the main events of WW1, explaining the order in which key events happened.</p> <p>Historical Concepts I can explain and understand a significant turning point that WW1 was in British history</p> <p>Historical Interpretation I can understand how our knowledge of WW1 is constructed from a range of sources.</p> <p>Historical Enquiry I can note connections, contrasts and trends from Victorian England to WW1.</p> <p>Historical Communication I can construct informed responses that involve thoughtful selection and organisation of relevant WW1 information.</p>	<p style="text-align: center;"><u>Curriculum objectives derived from National Curriculum</u></p> <p>Historical Chronology I can suggest why certain events, people and changes might be seen as more significant than others during WW2 and how WW1 had an influence.</p> <p>Historical Concepts I can identify and explain my understanding of propaganda and how it was used during WW2.</p> <p>Historical Interpretation I can describe a key event from WW2 using a range of evidence from different sources and suggest why there may be different interpretations of events.</p> <p>Historical Enquiry I can research what it was like for a child in WW2 and use photographs and illustrations to present my findings.</p> <p>Historical Communication I can summarise the main events from WW2, explaining the order in which key events happened.</p>
<p style="text-align: center;"><u>Key assessment questions</u></p> <ol style="list-style-type: none"> 1. How was life different in Victorian era Britain to the lives of those in The Stuart/Tudor era. You may wish to discuss work, school, art, culture. 2. When and for how long did queen Victoria reign as British Monarch? Place this date on the timeline provided. 3. Compare your life to that of a Victorian child and use historical information to justify your comparisons 4. Look at the two sources of evidence on the page below, identify if the evidence is first or second hand and explain what 	<p style="text-align: center;"><u>Key assessment questions</u></p> <ol style="list-style-type: none"> 1. When did WW1 start? Can you name 4 key events of WW1? 2. In your own words, explain a key event from WW1 and how it effected the war. 3. Define and explain the difference between 1st and 2nd hand sources, can you give an example from WW1? 4. Explain 2 key differences between Victorian England and 1919. 5. How did WW1 and what were the consequences for Britain. 	<p style="text-align: center;"><u>Key assessment questions</u></p> <ol style="list-style-type: none"> 1. What led to the start of WW2 and did WW1 have an influence on this? 2. What is propaganda? 3. How was propaganda used by the allied and axis forces in WW2? 4. Describe in 1 paragraph a major event from WW2. 5. How was life different for children in WW2 Britain compared you your life now?

it tells us about the Victorians.