**History Curriculum**

**Great Linford Primary School**



The History programme of study at Great Linford Primary School is structured around The National Curriculum (Published in 2013). The intent of the curriculum is to inspire pupils’ curiosity to learn more about the past and teach children to ask perceptive questions and to use historical enquiry to think critically. The historical skills programme of study is split into four key skill areas: investigating and interpreting the past, building an understanding of world history, understanding chronology and communicating historically. In addition to this, we structure learning to be interwoven with our three whole school curriculum drivers that underpin the whole school intent of our curriculum.

**Curriculum Progression: History Skills**

**Investigating and Interpreting The Past**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Use artefacts, pictured, stories, online sources and databases to find out about the past.  Ask questions such as: What was It like for people? What happened? How long ago? | Observe and handle evidence to ask questions and find answers to questions about the past.  Identify some of the different ways that the past has been represented. | Suggest causes and consequences of some of the main events and changes in history.  Use evidence to ask questions and find answers to questions about the past. | Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  Suggest suitable sources of evidence for historical enquiries.  Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Refine lines of enquiry  as appropriate. | Understand that no single source of evidence gives the full answer to questions about the past.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studies.  Use sources of information to form testable hypotheses about the past. |

**Build An Overview Of World History**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Describe significant people from the past. | Describe significant people from the past.  Recognise that there are reasons why people in the past acted as they did. | Describe changes that have happened in the locality of the school throughout history.  Give a broad overview of life in Britain from ancient until medieval times. | Compare some of the times studied with those of other areas of interest around the world.    Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | Identify continuity and change in the history of the locality of the school.  Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | Describe the social, ethnic, cultural or diversity of past society.  Compare some of the times studied with those of the other areas of interest around the world.  Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. |

**To Understand Chronology**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Label timelines with words or phrases such as: past, present, older and newer.  Recount changes that have occurred in their own lives. | Use dates where appropriate.  Place events and artefacts in order on a timeline. | Place events, artefacts and historical figures on a timeline using dates. | Use dates and terms to describe events.  Understand the concept of change over time, representing this, along with evidence, on a timeline. | Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  Use dates and terms accurately in describing events. | Identify periods of rapid change in history and contrast them with times of relatively little change.  Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. |

**To Communicate Historically**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Show an understanding of the concept of nation and a nation’s history. | Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  Show an understanding of concepts such as civilization, monarchy, parliament, democracy and war and peace. | Use appropriate historical vocabulary to communicate: dates, time periods, eras, change and chronology. | Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | Use appropriate historical vocabulary to communicate such as: dates, time period, era, chronology, continuity, change, century, decade and legacy. | Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  Use original ways to present information and ideas. |

**Curriculum Progression: History Knowledge**

**Year 1**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- |
| Geography unit – Adventure of Bear | *Elizabeth II* is the *Queen* of the United Kingdom and the other Commonwealth realms  Queen Elizabeth II was coronated on 2nd June 1953  Queen Elizabeth II was born 21st April 1926  She is the daughter of King George VI and Queen Elizabeth  When she was 10 she moved into Buckingham Palace  That the next monarch is Prince Charles | Geography unit – Under the sea | Geography unit – Sustainability | Dick Turpin was a highway man  Highwaymen would rob people while they were travelling on the road on horse back or in carriages.  Highway men pistol had been invented in the 17th century which made it easier for highwaymen to threaten travellers and force them to give up their belongings.  Transport became safer over time. |  |

**Year 2**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| How fires can start and be ended.    The Great Fire of London happened between 2nd - 5th September in 1666.    The fire began in a bakery in Pudding Lane    Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry.    In 1666 houses were made from wood and straw and built close together    Samuel Pepys wrote about it in his diary    Fight fires during this time, people would have used leather buckets, metal hooks and water squirts. | The NHS was founded on the 5th of July 1948 under the Labour Government.  That Florence Nightingale is regarded the founder of modern nursing. What is nursing?  How Mary Seacole overcame challenges to become a key nursing figure.  A nurses role in a hospital setting.  Understand the changes in nursing and why  How the NHS has adapted to deal changing situations | Fossils were called “curiosities”  That Dinosaurs are a group of reptiles that dominated the land for over 140 million years  Scientists who study dinosaurs are called Paleontologist  That archeological digs help us make discoverers about the past | Geography unit – Green Figures | Geography unit – Explorer | Geography unit – Local study |

**Year 3**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- |
| Ancient Greece period was 700-480 B.C  That BC stands for Before Christ and AD stands for Anno Domini    That Greece is located in Europe, made up of 6,000 islands and islets scattered in the Aegean and Ionian Seas, of which only 227 islands are inhabited  Athenian and Spartans had an on going conflict  Athenians developed modern day democracy  Ancient Greeks developed the Olympics games | Geography unit – A Journey of Endurance | Know who Howard Carter was and what he discovered.  Explain what artefacts from Tutankhamun show about the death.  To know two possible reasons and investigate the death of Tutankhamun.  To know that Ancient Egyptians existed for 30 centuries form 3100bc to 332bc (approximately). | Geography unit – The River Nile | To know how what a hunter-gather was and how people ate in the Stone Age.    Know where Skara Brae was inhabited in time 2,000bc (just after the Egyptians)    Explain how farming using tools changed life for hunter-gathers in the Stone Age.    To know Stone Henge was built 5,000 years ago and was contemporary with the pyramids in a time line. | Geography unit – Local Study |

**Year 4**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- |
| Geography unit – Europe | The early Anglo-Saxons were Pagans.  Many areas, towns and villages in Britain are names after the Anglo-Saxons who first settled here.  By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions.  During the Anglo-Saxon period Britain slowly moved towards Christianity. | To know the names of Viking raids and invasions.  Understand who Alfred the Great was.  To know the main stages of the resistance of Alfred the Great and Athelstan.  To know the laws and justice system of Viking England.  To understand who Edward the Confessor was.  Remember Edward the Confessor dies in 1066. | Geography unit- Rainforests | To know how far the Roman Empire stretched on a world map.  To know the Army would often contain over 100,000 men.  The Romans arrived in Britain in 55BC.  The Romans were led by Julius Cesar from 100BC—44BC and how he impacted the course of human history. | Geography unit – Local study waterways |

**Year 5**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- |
| The space race lasted between 1955 and 1975  The Space Race was a 20th-century competition between two Cold War rivals, the Soviet Union and the United States.  On July 20, 1969, Neil Armstrong became the first human to step on the moon.  Yuri Gagarin was the first man in space.  That the Berlin Wall was built to separate the communist and capitalist part of Berlin.  In 1987 the USA and Soviet union agreed to work together on space missions.  1998 the ISS went into orbit  Today the USA and Russia and other nation continue to work in harmony on space missions. | Geography unit – Natural disasters in the USA | That the Victorian era was during the reign of Queen Victoria between 20 June 1837 – 22 January 1901    The industrial revolution was during the Victorian period between 1760 – 1840 and this is when new machinery was invented – powered by steam. Factories began being built in cities as production began to be mass produced  R[eformers](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_in_factories/glossary/index.shtml), argued in Parliament for laws to stop child-work. These are three of the new laws passed by Parliament.  1841 Mines Act - No child under the age of 10 to work underground in a coal mine.  1847 Ten Hour Act - No child to work more than 10 hours in a day.  1874 Factory Act - No child under the age of 10 to be employed in a factory | Geography unit – Our planet | Queen Elizabeth I was the monarch during this period of this history between 7th September 1533 and 24th March 1603    Elizabethan fashion— Ruff defining feature    That their was great disparity between the life style of the rich and the poor.    That Elizabeth I was strong willed, many wanted her to be married but she kept the throne without getting married.  Elizabeth I and Mary, Queen of Scots were cousins that never met.  Mary, Queen of Scots was convicted of treason on October 25, 1586. She was executed by beheading on February 7, 1587 at Fotheringhay Castle. | Geography unit – Local Study Rivers |

**Year 6**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- |
| 1st September 1939—Germany invades Poland.  July 1940—Germany launches air attacks on Great Britain (The Battle of Britain and the Blitz begins).  June 6th 1944—D-day  September 2nd 1945—Japan surrenders and the war is over.  Winston Churchill was the UK Prime Minister 1940-45 and 1951-55.  Adolf Hitler was the leader of the Nazi Party and Chancellor of Germany 1933-45.  Children were evacuated across the country to protect them from the Blitz. | 5th July 1948 the NHS was created.    Aueurin Bevin founded the NHS in 1948.    The Windrush generation were named after the ship HMT Windrush which came from Africa and the Carrabien carrying many post war immigrants.    Know who Benjamin Zephaniah was and his role as an important black historical individual.    Know the importance of the Windrush generation and their part in modern history. | Geography unit – South America and Darwin | To know the significance behind Mayan masks for example, that the masks were intended to make the wearers become gods in the afterlife.  Name the god Chaac (god of rain) and Itzumna (god of agriculture and education) presenting this information in an original ways.  Recognise Mayan architecture from a variety of sources and explain why it was significant and different. | Geography unit – Coastal Study | Geography unit – Local study |