



Wessex Learning Trust



Weare Academy C of E  
First School

We Learn Together

# History Curriculum Documents





**Weare Academy**  
C of E First School  
All Can Achieve



# History

## Intent, Implementation and Impact Statement

### Intent

At Weare Academy, our History curriculum inspires pupils to develop a love of learning about the past and an understanding of how history has shaped the world in which we live today. Our curriculum is rooted in our school vision, enabling all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves. Through the teaching of History, we aim to develop learners who are:

- **Aspirational**, encouraging pupils to produce work of high quality, think critically about the past and understand how historical events continue to shape society today.
- **Respectful**, developing an appreciation of different cultures, beliefs and perspectives by exploring a wide range of historical experiences and interpretations.
- **Curious**, inspiring pupils to ask historical questions, investigate evidence and develop a lifelong interest in understanding the past through inquiry.
- **Resilient**, encouraging pupils to analyse evidence, challenge assumptions and make informed judgements while understanding that historical interpretations can differ.
- **Kind**, fostering empathy through the study of diverse individuals, communities and historical experiences, helping pupils appreciate the complexities of people's lives throughout history.
- **Responsible**, enabling pupils to learn from the successes and mistakes of the past, developing an understanding of their role as informed and responsible citizens.

### Implementation

To achieve our intent, we implement a rich and varied History curriculum that adheres to the National Curriculum and reflects the values of our school community. Our inquiry-based approach includes:

- **Curriculum Design:** Our History curriculum is carefully sequenced and aligned with the National Curriculum. Learning follows a chronological framework, enabling pupils to develop a secure understanding of British history while making meaningful connections with significant world events. A spiral curriculum ensures pupils revisit and deepen their historical knowledge, skills and vocabulary with increasing complexity as they move through the school. High-quality curriculum resources support teachers in delivering engaging, accurate and progressive History lessons.
- **Integration Across the Curriculum:** History is purposefully linked with subjects including Geography, English, Art and Design and Religious Education, enabling pupils to make meaningful connections across the curriculum. These cross-curricular links provide context and deepen pupils' understanding of historical events, people and civilisations.

- **Progressive Skill Development:** Clear progression pathways enable pupils to develop increasingly sophisticated historical knowledge and inquiry skills from Early Years through to Key Stage 2. Through questioning, storytelling, role play, the analysis of primary and secondary sources and historical debate, pupils develop an understanding of chronology, cause and consequence, continuity and change, similarity and difference, and historical significance. Oracy is embedded throughout lessons, enabling pupils to discuss evidence, justify opinions and confidently use subject-specific historical vocabulary.
- **Assessment for Learning:** Assessment is an integral part of our History curriculum and is used to inform teaching and support pupils' progress. We use SOLO Taxonomy to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on historical evidence, refine their interpretations and develop increasingly sophisticated historical knowledge, inquiry skills and subject vocabulary over time.
- **Hands-On Learning:** Pupils engage in meaningful first-hand experiences through visits to museums, historical sites and places of local significance. Enrichment opportunities, including Black History Month, Remembrance events and learning linked to significant historical anniversaries such as the Gunpowder Plot, provide authentic contexts that deepen pupils' understanding of the past and its relevance today.
- **CPD for Staff:** We invest in continuous professional development to strengthen teachers' subject knowledge and pedagogy in History. Subject monitoring, lesson observations and collaborative professional discussions ensure History teaching remains ambitious, engaging and consistently high quality across the school.

### Impact

The impact of our History curriculum is evident in the knowledge, skills and attitudes pupils develop throughout their time at Weare Academy.

- **Historical Knowledge and Understanding:** Pupils develop a secure chronological understanding of British and world history and confidently explain key historical concepts using appropriate subject-specific vocabulary.
- **Historical Inquiry:** Pupils ask thoughtful historical questions, analyse a range of evidence and make reasoned judgements while recognising that different interpretations of the past may exist.
- **Pupil Voice:** Pupils speak enthusiastically about History and confidently explain how past events have influenced the present. They use historical vocabulary accurately and justify their ideas using evidence.
- **Critical Thinking and Empathy:** Pupils demonstrate empathy by exploring the experiences of people from different periods and cultures while developing the critical thinking skills needed to evaluate historical sources and interpretations.
- **Application of Learning:** Pupils make meaningful connections between different historical periods and apply their knowledge across the wider curriculum, recognising the relevance of History in understanding the modern world.
- **Preparation for Future Learning:** Pupils leave Weare Academy with the knowledge, curiosity and inquiry skills needed to continue their historical learning and become thoughtful, informed and responsible citizens.

In summary, our History curriculum equips pupils with the knowledge, inquiry skills and critical thinking needed to understand the past and its influence on the present. Through the study of significant people, events and civilisations, pupils become reflective, informed and curious learners who are well prepared for the next stage of their education and for life in an increasingly diverse and interconnected world.



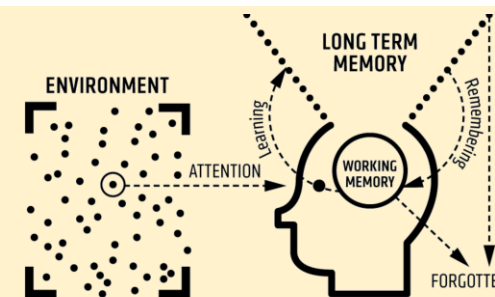
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines



Linking Prior +  
New Learning



Focused  
Instruction '*I Do*'



Practise  
Learning '*We Do*'



Learning Check  
'*You Do*'



Consolidating  
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



|                                       |                                                                                     |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Ready To Learn Routines</h2>      |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>   | <p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <h2>Linking Prior + New Learning</h2> |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>                                      | <p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p> |
| <h2>Focused Instruction 'I Do'</h2>   |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul> | <p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>                                                              |
| <h2>Practise Learning 'We Do'</h2>    |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>                                | <p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>                                                                                                                                                                                                                                                                                                             |
| <h2>Learning Check 'You Do'</h2>      |   |                                                                                                                                              | <p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>                                                                                                                                                                                                                                                                                                                                                                                       |
| <h2>Consolidating Learning</h2>       |  |                                                                                                                                              | <p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



## National Curriculum and EYFS Framework

### Substantive Knowledge

*Learning about...*

#### Generative Knowledge

- **Substantive Concepts** embedded within units and revisited many times e.g. invasion, empire, society
- **Chronological knowledge** – understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)
  - **Topic Knowledge** – a rich knowledge of the period/place/society they are studying.

#### Fingertip Knowledge

- Knowledge of minor facts and dates from units (e.g. Romans, Ancient Egypt) that do not necessarily generate a wider historical understanding.

### Disciplinary Knowledge

*Learning how to...*

#### The Approach to Historical Enquiry

'Asking historical questions, using sources and communicating ideas.'



#### Disciplinary Concepts

Second-order concepts

'Historical Interpretations', 'Change and Continuity', 'Similarities and Differences', 'Cause and Consequence', 'Understand Significance of Events and People'





### National Curriculum Programmes of Study and EYFS Framework

|                             |                                                    | EYFS                                                                                                                                                                                              | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 4 | Year 5                                                                                                                                                                                                                                                                                    | Year 6 |
|-----------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Historical Knowledge        | Knowledge & Understanding of British History       | ELG 13c: Understand the past through settings, characters and events encountered in books read in class and storytelling                                                                          | <ul style="list-style-type: none"><li>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li></ul>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>Changes in Britain from the Stone Age (c.3 million – 2500 BCE) to the Iron Age (c.1200 BCE to 550 BCE)</li><li>The Roman Empire and its impact on Britain (c. 27 BCE to AD 476)</li><li>Britain’s settlement by Anglo-Saxons (AD410 to 1066) and Scots</li></ul>                                                                                                                                                                                                                                                                                                                      |        | <ul style="list-style-type: none"><li>The Viking (AD 800 to 1150 AD) and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li></ul> |        |
|                             | Local History                                      |                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Significant historical events, people and places in their own locality</li></ul>                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>A local history study ( 1 x KS1, 1 x LKS2, 1x UKS2) linked to a studied period of History where possible</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                                                                                                                                                                                                                                                           |        |
|                             | Knowledge and understanding of Wider World History |                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Events beyond living memory that are significant nationally or globally</li><li>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li></ul>                                                                                                                             | <ul style="list-style-type: none"><li>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 (c.5000-2047 BCE) , The Indus Valley (c.3300 BCE to 1300 BCE) , Ancient Egypt (c. 3100 BCE to 30 BCE), The Shang Dynasty of Ancient China (c. 1600 BCE to 1046 BCE)</li><li>Ancient Greece (c. 800 BCE BCE to c. AD 146) – a study of Greek life and achievements and their influence on the western world</li></ul> | <ul style="list-style-type: none"><li>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</li></ul>                                                                                                                                                                                                                                                                                                                                            |        |                                                                                                                                                                                                                                                                                           |        |
| History Skills and Concepts |                                                    | <ul style="list-style-type: none"><li>ELG 13b: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li></ul> | Be aware of the past, using common words and phrases relating to time • Fit people and events into a chronological framework • Identify similarities and 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 past is represented |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>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 • Understand that different versions of the past may exist, giving some reasons for this</li></ul> |        |                                                                                                                                                                                                                                                                                           |        |



| Learning about...(Knowledge) |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
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|                              | EYFS                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 2 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 4 | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 6 |
| British History              | <ul style="list-style-type: none"><li>Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling.</li></ul> | <p>People</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>E.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Burners-Lee, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell.</p> <p>(Do they realise that some famous people have helped our lives be better today? )</p> |        | <p><b>Pre-Historic Britain - Stone Age to Iron Age</b></p> <p>Know that:</p> <ul style="list-style-type: none"><li>Stone Age people were mainly hunters and gathers. Farming began in about 4500BC.</li><li>People started to live in communities due to farming.</li><li>The Iron Age ended when the Romans invaded in 43AD. Bronze Age started in about 2500BC.</li><li>Iron Age started in about 750BC.</li><li>Changes occurred due to the farming lifestyle e.g. people trained oxen to pull the ploughs, grew crops like barley and wheat and started to make pots.</li><li>Iron Age people lived in communities, farmed, cooked and hunted, Stone Age people were farmers.</li></ul> <p><b>Romans: Understand that the Romans were an ancient civilisation that built an empire and its impact on Britain.</b></p> <p>Know that:</p> <ul style="list-style-type: none"><li>the Romans invaded Britain. Romans built towns across Britain. Focus on Bath</li><li>The Romans tried to invade Scotland.</li><li>The Romans introduced many new things to Britain like new straight roads, stone buildings, canals, reading, writing and heating/sewage systems.</li></ul> <p><b>Anglo Saxons and Scots: Understand Britian's settlement by Anglo-Saxons and Scots</b></p> <p>Know that:</p> <ul style="list-style-type: none"><li>the Romans left Britain in about 410AD and the fall of the Roman Empire in Western world.</li><li>Scots invasions from Ireland to north Britain (now Scotland)</li><li>The Anglo-Saxons began invading in 450AD.</li><li>Anglo- Saxon art and culture - That Anglo Saxons loved making things from wood and made intricate jewellery and metalwork.</li><li>The seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia.</li><li>That Anglo-Saxons were mainly farmers who lived in wooden huts. That Anglo Saxon children did not go to school; girls helped around the home and boys learnt skills from their fathers.</li><li>That Anglo-Saxons converted to Christianity - Canterbury, Iona and Lindisfarne</li></ul> |        | <p><b>Anglo-Saxons and Vikings: Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>Know that:</p> <ul style="list-style-type: none"><li>Many Vikings were farmers and craftworkers.</li><li>The Vikings raided Britain in search for land and treasure.</li><li>The Vikings were seafarers with excellent shipbuilding skills.</li><li>King Alfred was king of Wessex and he fought the Vikings.</li><li>The sequence of important events relating to King Alfred.</li><li>Anglo-Saxon laws and justice</li><li>Edward the Confessor and his death in 1066</li></ul> <p><b>Extended Chronological Study: Study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>For Example:</p> <ul style="list-style-type: none"><li>The changing power of monarchs using case studies such as John, Anne and Victoria</li><li>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li><li>The legacy of Greek or Roman Culture (art, architecture or literature) on later periods in British history, including the present day</li><li>A significant turning point in British history, for example, the first railways or the Battle of Britian.</li></ul> |        |



| Learning about...(Knowledge)                 |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                                                                                                                                                                                                                                                                                                                 |        |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                              | EYFS                                                                                                                                                                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                                                            | Year 2 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 4 | Year 5                                                                                                                                                                                                                                                                                                                                          | Year 6 |
| Local History                                | Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling. | Places: Significant historical events, people and places in their own locality.<br><br>Significant historical events that show Britain has a special history.<br><br><b>(Can they explain how their local area was different in the past?)</b>    |        | Local History: Pupils should be taught about an aspect of local history.<br>For example: <ul style="list-style-type: none"><li>A depth study linked to one of the British areas of study listed above.</li><li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li></ul>                                                                                                                                                                                                                 |        | Local History: Pupils should be taught about an aspect of local history.<br>For example: <ul style="list-style-type: none"><li>A study or aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li></ul>                                                                                           |        |
| Knowledge and Understanding of World History | Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling. | Events: Events beyond living memory that are significant nationally or globally e.g. Great Fire of London or first aeroplane flight<br><br><b>(Do they recognise that we celebrate different events because of what happened many years ago?)</b> |        | <b>Ancient Civilizations: the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of <u>one</u> of the following:</b> <ul style="list-style-type: none"><li>Ancient Sumer</li><li>The Indus Valley</li><li>Ancient Egypt or</li><li>The Shang Dynasty of Ancient China</li></ul><br><b>(Can they summarise what Britain may have learnt from other countries and civilisations?)</b><br><br><b>Ancient Greece: Greek life and achievements and their influence on the western world)</b> |        | <b>Non-European Study: understand about a non-European Society that provides contrast with British History – <u>one</u> study chosen from:</b> <ul style="list-style-type: none"><li>Early Islamic civilisation, including a study of Bagdad c. AD900</li><li>Mayan Civilisation c. AD900 or</li><li>Benin (West Africa) c.AD900-1300</li></ul> |        |
| Tier 2 Vocabulary                            | important, evidence, observe, compare, sources, past, present, older, newer, years, decades, centuries, a long time ago, recently, kings, queens, power, timeline, reliable, question, event, fact, fiction, memory, living, period, remember                                                                                                                |                                                                                                                                                                                                                                                   |        | significant, artefacts, reliable, ideas, beliefs, attitudes, primary, secondary, interpretations, continuity, change, diversity, legacy, social, religious, ethnic, cultural, political, technological, reliable, valid, frame, contrasting, construct, occur                                                                                                                                                                                                                                                                                                      |        |                                                                                                                                                                                                                                                                                                                                                 |        |
| Tier 3 Vocabulary                            | artefacts, civilisation, monarchy, parliament, democracy, war, peace, chronology, century, decade, global                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                   |        | Propaganda, chronology, era, civilisation, monarchy, parliament, democracy, war, peace, Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, empire, BC/AD or BCE/CE -( but you can't mix the terms) 900BC AD900 / 900BCE CE900                                                                                                                                                                                                                                                                                                       |        |                                                                                                                                                                                                                                                                                                                                                 |        |





### Learning how to...(Skills)

|                                    | EYFS | Year 1                                                                                                                           | Year 2                                                                                                                 | Year 3                                                                                                                              | Year 4                                                                                                                                                                                       | Year 5                                                                                                                                                 | Year 6                                                                                                                                                                                     |
|------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chronological understanding</b> |      | Sequence events in their lives.<br>Sequence artefacts from very different periods.                                               | Describe memories of key events in their lives.<br>Sequence artefacts closer in time and give reasons for their order. | Place the time studied on a timeline.<br>Use dates and terms from the period of study.                                              | Place events from a period studied on a timeline.<br>Begin to date events.<br>Understand more complex terms                                                                                  | Know and sequence key events of time studied.<br>Use relevant terms and period labels.<br>Make comparisons between different times in the past.        | Place current study on a timeline in relation to other studies<br>Use relevant dates and terms.<br>Sequence up to ten events on a timeline.                                                |
| <b>Interpretations of History</b>  |      | Recognise the different between fact and fiction using stories.<br>Consider how reliable adults are when talking about the past. | Compare events in the past using pictures or photos.<br>Consider how reliable these pictures/stories are.              | Identify and give reasons for different ways in which the past is represented.<br>Compare different versions of the same story.     | Begin to evaluate how useful different sources are – what can different pieces of evidence tell us about the past?                                                                           | Offer reasons for different versions of history – why do some people see the same events differently?                                                  | Start to link sources together to arrive at conclusions.<br>Consider ways of checking accuracy of interpretations – how can they find out if interpretations are fact, fiction or opinion. |
| <b>Historical Enquiry</b>          |      | Ask and answer simple questions about the past.<br>Answer questions using an artefact/picture from the past.                     | Use a source (an older person, book) to answer questions about the past.                                               | Begin to research specific events from the past – using the library/internet.<br>Use a range of sources to find out about the past. | Choose evidence and use it to build up a picture of the past.<br>Communicate their findings orally and in writing – and offer a point of view about it.<br>Ask a wider variety of questions. | Begin to identify primary and secondary evidence.<br>Select relevant sections of evidence.<br>Use the library and internet with increasing confidence. | Recognise primary and secondary evidence.<br>Use a range of sources to find out about an event.<br>Use several sources to produce a fluent account.                                        |



### Learning through...(Understanding/Application)

| EYFS | Year 1                                                                                                  | Year 2                                                                                                               | Year 3                                                                                                | Year 4                                                                                                                                                                                                         | Year 5                                                                                                                                                               | Year 6                                                                                                                                                                                                                              |
|------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Handle evidence/observe to ask and answer questions about the past.                                     | Develop questioning of the past using question words: who, what, why, when, where, how?                              | Use a wider variety of evidence to develop questioning.                                               | Suggest suitable sources of evidence that would help with their questioning of the past.                                                                                                                       | Select sources of evidence that would help their questioning of the past and give the reasons for their choices.                                                     | Select a wide range of evidence to help their questioning of the past and consider what is most useful.                                                                                                                             |
|      | Describe significant people from the past.                                                              | Compare the lives of some significant people from the past.                                                          | Give a broad overview of life for people in Britain during the period of study.                       | Describe the characteristics features of the experience of people in the past e.g their experiences, beliefs.<br>Describe the social, ethnic, cultural or religious diversity of the past would affect people. | Explain how the main changes in a period of history would impact on people e.g. social or religious change.                                                          | Explain how the changes and continuity in the period of study would impact on people's lives.                                                                                                                                       |
|      | Describe historical events (local, national, global)                                                    | Describe historical events (local, national, global)<br>Describe why we might remember/celebrate these events today. | Describe different accounts of historical events.                                                     | Describe causes and consequences of historical events.                                                                                                                                                         | Explain how historical events demonstrate social, ethnic, cultural or religious diversity.                                                                           | Explain how historical events demonstrate social, ethnic, cultural or religious diversity.<br>Explain how historical events, demonstrate social, political, religious, technological and/or cultural factors.                       |
|      | Place events and artefacts on a timeline                                                                | Label timelines with words like past, present.<br>Use dates where appropriate.                                       | Place events, artefacts, historical figures on a timeline using dates.                                | Begin to show an understanding of change over time and representing this on a timeline.                                                                                                                        | Begin to show an understanding of change and continuity over time and be able to represent them on a timeline.                                                       | Use dates and terms accurately in describing events.                                                                                                                                                                                |
|      |                                                                                                         | Identify some of the different ways the past has been represented.                                                   | Describe some of the different ways the past has been represented.                                    | Explain some of the reasons why the past might be represented in different ways.                                                                                                                               | Understand the need to use more than one source of evidence to get a full understanding of how the past has been represented.                                        | Show an awareness of propaganda and how that might affect how the past is represented.                                                                                                                                              |
|      | Recount changes that have happened in their own lives                                                   | Recount changes that have happened in the past.                                                                      | Give reasons for change happening in History.                                                         | Understand the concept of change and continuity over time.                                                                                                                                                     | Describe changes and continuity that have happened in the locality of the school.<br>Explain why these changes might have happened.                                  | Describe the main changes in a period of history using terms like social, religious, political, technological and cultural.<br>Identify periods of rapid change in history and compare them with times of relatively little change. |
|      | Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades. | Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades               | Use English, Maths and Computing skills to a good standard to communicate information about the past. | Use English, Maths and Computing skills to a good standard to communicate information about the past.                                                                                                          | Use English, Maths and Computing skills to an exceptional standard to communicate information about the past.<br>Use original ways to present information and ideas. | Use English, Maths and Computing skills to exceptional standard to communicate information about the past.<br>Use original ways to present information and ideas.                                                                   |



| Long Term Plan - Coverage                          |                                                                                          |                                                                                                  |                                                                       |                                                                       |                                                                        |        |        |
|----------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|--------|--------|
|                                                    | EYFS                                                                                     | Year 1                                                                                           | Year 2                                                                | Year 3                                                                | Year 4                                                                 | Year 5 | Year 6 |
| <b>Theme 1</b><br><i>Ourselves and Humankind</i>   |                                                                                          |                                                                                                  | <ul style="list-style-type: none"><li>Florence Nightingale</li></ul>  |                                                                       |                                                                        |        |        |
| <b>Theme 2</b><br><i>Culture and Diversity</i>     | <ul style="list-style-type: none"><li>Remembrance</li><li>The gun powder plot</li></ul>  | <ul style="list-style-type: none"><li>Victorian Childhoods</li><li>The Gun Powder Plot</li></ul> |                                                                       | <ul style="list-style-type: none"><li>Stone Age to Iron Age</li></ul> | <ul style="list-style-type: none"><li>Ancient Egypt</li></ul>          |        |        |
| <b>Theme 3</b><br><i>Community and Citizenship</i> |                                                                                          | <ul style="list-style-type: none"><li>Significant Individual - Brunel</li></ul>                  |                                                                       | <ul style="list-style-type: none"><li>Tudors</li></ul>                | <ul style="list-style-type: none"><li>Iron Age to Romans</li></ul>     |        |        |
| <b>Theme 4</b><br><i>Exploration and Discovery</i> | <ul style="list-style-type: none"><li>Who has explored space? (Neil Armstrong)</li></ul> | <ul style="list-style-type: none"><li>Significant Individual - Shackleton</li></ul>              | <ul style="list-style-type: none"><li>The History of Travel</li></ul> |                                                                       | <ul style="list-style-type: none"><li>Anglo-Saxons and Scots</li></ul> |        |        |
| <b>Theme 5</b><br><i>Expression and Creativity</i> |                                                                                          | <ul style="list-style-type: none"><li>Medieval Castles</li></ul>                                 | <ul style="list-style-type: none"><li>Great Fire of London</li></ul>  | <ul style="list-style-type: none"><li>The British Empire</li></ul>    | The history of Pop-art (Andy Warhol)                                   |        |        |
| <b>Theme 6</b><br><i>Humankind and Ourselves</i>   | <ul style="list-style-type: none"><li>Dinosaurs and Mary Anning</li></ul>                |                                                                                                  |                                                                       |                                                                       |                                                                        |        |        |