History Scheme of Work & Skills and Knowledge Progression

Key Stage 1 and Key Stage 2

The INTENT of our History Curriculum

'A people without knowledge of their past history, origin and culture is like a tree without roots.'-Marcus Garvey.

History Statement of Intent

At St Meryl School, we are passionate about children exploring the history of this country and those around the world in a way that will inspire them to learn beyond the classroom. Our intent is to give the children the tools needed to grow and develop 'roots' in a love of historical enquiry and understanding so their knowledge and skills may blossom.

We aim to spark an initial interest in our children in each topic and time period that is studied though a puzzling key question or concept. We hope this will help them to fully engage in their learning and ask historically relevant questions. These questions are then used throughout the sequence of learning to guide planning so the curriculum is partly tailored

to the interests of the children. We hope this will allow children to see history as a fascinating adventure through time and not a textbook reading exercise that it may have been seen as in years gone by.

#Aims of the History Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

National Curriculum Programmes of Study:

KEY STAGE 1 AIMS	KEY STAGE 2 AIMS
Pupils should be taught about: • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality	**Pupils should be taught about:** • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • 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

Implementation: St Meryl School History Scheme of Work and Planning

Our curriculum is carefully planned so knowledge and skills are developed as children progress through the school. It is crucial that they develop a sense of chronology and so each topic begins with, or includes, timeline work enabling them to understand when in history they are focusing on. This is also why our topics in KS2 are in a mostly chronological sequence. We are committed to using artefacts as stimulus for discussion and enquiry wherever possible as this allows the children to investigate many aspects of life in different parts of history.

We know that our children come from a range of backgrounds and so it is really important to us that the different cultures we have here are celebrated and explored. While we follow topics set out by the national curriculum, we interweave lessons, days and workshops on other cultures so all children can explore their origins and strengthen their 'roots'. We also know that discussion based activities help these children to develop their language and all children are able to develop their speaking and presenting skills.

Wherever possible cross-curricular links are made to other subjects, specially English, Art, Geography, R.E. and Science. This allows children to see History as a subject that interweaves throughout the curriculum as it does though time-we aim for them to see the concept of time as a continuum, not several stand-alone eras. It also aids the production of more extended pieces of writing as the children progress though the school.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Florence Nightingale		Mary Anning		The Queens	
YEAR 2	Ernest Shakleton and Robert Falcon Scott		Great Fire of London		Neil Armstrong and Space	
YEAR 3	Ancient Egypt		Stone, Bronze and Iron Age		The Romans	
YEAR 4	Ancient Greeks		The Mayans		Anglo Saxons	
YEAR 5	Anglo Saxons and the Vikings		The Vikings		Victorians – Local Study	
YEAR 6	Crime and Punishment		Who was Shakespeare?		The World Wars	

History Progression of Skills and Knowledge

YEAR 1	
Skills	- Be aware of the past, using common words and phrases relating to time. - Identify similarities and differences between ways of life in different time periods including their own. - Fit people/events into chronological framework. - Identify similarities and differences between periods. - Use wide vocabulary of everyday historical terms. - Ask and answer questions. - Choose and use evidence from stories and other sources to show understanding. - Identify different ways in which the past is represented. - Handle sources to answer questions about the past on the basis of simple observations.
Knowledge	- Explore changes within living memory-used, where appropriate, to reveal changes in national life. - Explore lives of significant individuals in the past who have contributed to national and international achievements-Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, Mary Anning, Florence Nightingale and Ernest Shackleton. - Explore significant historical events, people and places in their own locality. - Understand some ways we find out about the past. - Understand some reasons for why people in the past acted as they did.
YEAR 2	
Skills	-Use common words and phrases relating to time. - Fit people/events into chronological framework. - Identify similarities and differences between periods studied. - Use wide vocabulary of everyday historical terms. - Ask and answer questions. - Choose and use evidence from stories and other sources to show understanding. - Identify different ways in which the past is represented. - Handle sources to answer questions about the past on the basis of simple observations.
Knowledge	- Study events from beyond living memory that are significant nationally or globally-The Great Fire of London. - Explore the lives of significant individuals in the past who have contributed to national and international achievement-Rosa Parks and Neil Armstrong. Some should be used to compare aspects of life in different periods.

	- Understand some reasons for why people in the past acted as they did. - Know and recount episodes from stories in the past.
YEAR 3	
Skills	- Continue to develop chronologically secure knowledge of history. - Note connections, contrasts and trends over time. - Develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions. - Use sources of information to make inferences about time periods studied. - Handle sources (of information) to answer questions about the past on the basis of simple observations. -Construct informed responses by selecting and organising relevant historical information. -Select and combine information from different sources. -Discuss ideas about some events, individuals or developments that are seen as more significant than others. -Describe some of the main events, people or changes studied. - Give reasons for, and results of, the main events and changes. - Begin to produce structured written work making appropriate use of dates and terms.
Knowledge	- Understand that different versions of the past may exist, giving some reasons for this. - Have overview of where and when the first civilisations appeared. - Recall changes in Britain from the Stone Age to the Iron Age. -Describe the Roman Empire and its impact on Britain.
YEAR 4	
Skills	- Continue to develop chronologically secure knowledge of history. - Note connections, contrasts and trends over time. - Develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions. - Use sources of information to make inferences about time periods studied. - Handle sources (of information) to answer questions about the past on the basis of simple observations. - Construct informed responses by selecting and organising relevant historical information. - Select and combine information from different sources. - Discuss ideas about some events, individuals or developments that are seen as more significant than others. - Give reasons for, and results of, the main events and changes.

	- Begin to produce structured written work making appropriate use of dates and terms.
Knowledge	- Understand how knowledge of the past is constructed from a range of sources. - Understand that different versions of the past may exist, giving some reasons for this. - Describe some of the main events, people or changes studied. - Describe non-European society that provides contrasts with British history-The Maya civilisation c. A.D 900. - Recall facts about what life in Ancient Greece was like. - **Describe how** Britain was settled by Anglo-Saxons and Scots.
YEAR 5	
Skills	- Continue to develop chronologically secure knowledge of history. - Note connections, contrasts and trends over time. - Develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions. - Use sources of information to make inferences about time periods studied. - Handle sources (of information) to answer questions about the past on the basis of simple observations. - Construct informed responses by selecting and organising relevant historical information. - Evaluate different sources and identify those that are useful for particular tasks. - Describe contributions made by people, events and developments in the past. - Identify the impact these people, events or developments had. - Provide reasons why some events, people or developments are seen as more significant. - Select and organize information to produce structured work, making appropriate use of dates and terms. - Create relevant and evidentially supported accounts. - Establish clear narratives within and across periods studied.
Knowledge	- Understand how knowledge of the past is constructed from a range of sources. - Understand that some events, people and developments have been interpreted in different ways and suggest possible reasons for this. - Describe characteristic features of past societies and periods studied. - Identify changes within and across different time periods studied. -Understand some similarities and differences for different time periods studied. - Recall who the Vikings were and the impact they had on Britain. - Describe what life was like in Victorian Watford.

	- Recall Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
YEAR 6	
Skills	-Continue to develop chronologically secure knowledge of history. - Note connections, contrasts and trends over time. - Develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions. - Use sources of information to make inferences about time periods studied. - Handle sources (of information) to answer questions about the past on the basis of simple observations. - Construct informed responses by selecting and organising relevant historical information. - Evaluate different sources and identify those that are useful for particular tasks. - Identify the impact these people, events or developments had. - Provide reasons why some events, people or developments are seen as more significant. - Select and organize information to produce structured work, making appropriate use of dates and terms. - Identify changes within and across different time periods studied. - Create relevant and evidentially supported accounts. - Establish clear narratives within and across periods studied.
Knowledge	-Understand how knowledge of the past is constructed from a range of sources. - Describe and begin to analyse why there are different interpretations of some events, people and developments. - Describe contributions made by people, events and developments in the past. - Show factual understanding of aspects of Britain's history and the wider world. - Describe characteristic features of past societies and periods studied and make links between them. - Understand some similarities and differences for different time periods studied. - Show knowledge beyond 1066 - Crime and Punishment. - Describe who William Shakespeare was, and his effect on literature. - Recall when the World Wars were, and who was involved.