

Keevil CofE Academy History Curriculum

“We presume children to achieve their very best.”

Keevil CofE Academy Mission Statement

We know that for children to achieve their best our curriculum needs to be designed in order to enable the maximum amount of learning, through the recall and understanding of knowledge and concepts. Therefore, our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children’s long term memory. We also understand the importance of children making connections between prior and new learning. The cyclical nature of our curriculum design, in which topics are returned to over the course of a child’s time with us, helps to enable this.

Our rationale for the teaching of history follows that detailed in the National Curriculum:

History Intent

At Keevil Church of England Primary Academy, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain’s past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain’s past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others’ views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;

- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

We make sure our History Curriculum is rooted in the vision and ethos of the school, through ensuring that as well as delivering historical knowledge and skills lessons also develop the Keevil Characteristics:

Children learn knowledge about people and periods from the past, and understanding of the impact and consequences of actions and events. They develop their communication and team-work skills through researching, discussing, working and presenting with others. Children show resilience through learning new skills and exploring times that have been challenging for others. They develop their problem-solving skills through learning to critically evaluate sources and evidence and determine their own interpretation of the past. Finally the children have the opportunity to further their diligence by producing work and displaying their findings to the best of their ability.

Keevil C of E Academy History Knowledge and Skills Progression

Theme	EYFS	KS1	Lower KS2	Upper KS2
	Keevil Characteristics	Keevil Characteristics	Keevil Characteristics	Keevil Characteristics
	To achieve good learning the children need to communicate well both listening and speaking	Many of the tasks related to history involve finding out with others therefore, <u>teamwork</u> and <u>good communication</u> are key. The children will also have to be <u>diligent</u> when recording their findings to write clearly.	Many of the tasks related to history involve finding out with others therefore, teamwork and good communication are key. Diligence when recording will be key to good learning as the children develop their knowledge.	Many of the tasks related to history involve finding out with others therefore, teamwork and good communication are key. The children will need to be diligent when researching to ensure their findings are from a reliable source.
	Knowledge	Knowledge	Knowledge	Knowledge
British History	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Talk about past and present events in their own lives and in lives of family members Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><i>EFYS focus on learning the language of time and events within their lifetime.</i></p>	<p>Knowledge/ understanding of British history</p> <ul style="list-style-type: none"> Changes within living memory - used, where appropriate, to reveal changes in national life <p><i>Year 1/2 explore changes within living memory (nationally)</i></p>	<p>Knowledge/ understanding of British history</p> <ul style="list-style-type: none"> 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 Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor <p><i>Year 3/4 explore changes across Britain beyond living memory</i></p>	<p>Knowledge/ understanding of British history</p> <ul style="list-style-type: none"> An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 <p><i>Year 5/6 explore an event beyond 1066</i></p>
	Knowledge	Knowledge	Knowledge	Knowledge
Global History	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Events from beyond living memory that are significant nationally or globally 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><i>Year 1/2 explore events beyond living memory including contributions made nationally and globally by individuals</i></p>	<p>The achievements of the earliest civilizations; depth study of:</p> <ul style="list-style-type: none"> Ancient Egypt <p><i>Year 3/4 explore the achievements of an early civilisation – Ancient Egypt.</i></p>	<ul style="list-style-type: none"> Non-European society that contrasts with British history: <ul style="list-style-type: none"> Mayan civilisation c. 900 AD Ancient Greece – a study of Greek life and achievements and their influence on the western world <p><i>Year 5/6 to explore, compare and contrast a non-European civilisation and British history – Mayan Civilisation; and Ancient Greece</i></p>

Local History	Knowledge	Knowledge	Knowledge	Knowledge
	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality. To explore the house types within the village 	<ul style="list-style-type: none"> A local study – this will be part of a geography and history topic – to study historic buildings within the village (Tallboys, St Leonard’s church, school building)and changes in land use 	<ul style="list-style-type: none"> A local study – this will be part of a geography and history topic – to study developments in education linked to Keevil school
Conceptual Understanding	Knowledge	Knowledge	Knowledge	Knowledge
	<p>Society</p> <p><i>If this topic or continues what we see in the classroom should show:</i></p> <p><i>The impact these changes had on society</i></p> <p><i>How did it make life different?</i></p> <p><i>Looking at their own immediate circumstances (me and my family)</i></p> <p><i>Looking at society under their own circumstances making comparisons</i></p> <p><i>Begin to understand people live in different communities and groups making links over time within their own families</i></p>	<p>Society</p> <p><i>Through work studying the Great Fire of London?</i></p> <p><i>Was there a fire brigade? What happened to the community?</i></p>	<p>Society</p> <p><i>Through work studying Prehistory:</i></p> <p><i>To begin to identify the changes from Nomadic life to settlements/ communities</i></p> <p><i>Looking at routines and normality of daily life, domesticity – simple cause and effect</i></p> <p><i>Through work studying Invaders and Settlers (Anglo-Saxons):</i></p> <p><i>Beginning to understand the time line of some aspects of history including starting ask questions of why or how to find simple reasons for events</i></p> <p><i>Through work studying the Ancient Egyptians:</i></p> <p><i>Consider aspects of lifestyle and traditions</i></p> <p><i>How do we know?</i></p> <p><i>Begin to introduce the concept of reading artefacts</i></p>	<p>Society</p> <p><i>Through work studying World War 2:</i></p> <p><i>Being able to explain our place in the world</i></p> <p><i>The effects and consequences on normality</i></p> <p><i>Begin to understand the impact of conflict and power across the world making links to the present day</i></p> <p><i>Through Local History study:</i></p> <p><i>Link to questions above</i></p> <p><i>Viewing things in finer detail and making links</i></p> <p><i>Through works studying the Mayans:</i></p> <p><i>What was the structure of the community, daily life?</i></p> <p><i>Make comparisons with other periods studied</i></p>
	<p>Settlements</p> <p>Village, Town, City</p>	<p>Settlements</p> <p>City</p> <p><i>Through work studying the Great Fire of London:</i></p> <p><i>What was the housing like, did this make it easier for the fire to spread? Did people work together to survive the fire?</i></p>	<p>Settlements</p> <p>Farm, Village</p> <p><i>Through work studying Prehistory:</i></p> <p><i>Impacts on daily routines of life, growing crops, raising animals rather than hunter gathering</i></p> <p><i>Begin to make links between the nomadic lifestyle developing to basic settlement and then becoming towns</i></p> <p><i>Through work studying Invaders and Settlers (Anglo-Saxons):</i></p> <p>Village</p>	<p>Settlements</p> <p>Estate</p> <p><i>Through Local History study:</i></p> <p><i>Examine the structure of estate living – Longleat was part of a huge estate which included several villages</i></p> <p><i>How were laws decided, did villagers have to pay, was there security?</i></p>
	<p>Conflict</p> <p>War, Enemy, Military</p> <p><i>The children will explore the work of Florence Nightingale and identify the reason her work was needed was due to conflict – change happens because of events taking place</i></p> <p><i>Looking at a single persons experience with an exposure to the idea of conflict</i></p>	<p>Conflict</p> <p>Conquest, Empire, Frontier, Invasion</p> <p><i>Through work studying Invaders and Settlers:</i></p> <p><i>What happens during invasion?</i></p> <p><i>How do local people respond, impacts on daily life by force rather than choice, did it change how people interacted with each other?</i></p>	<p>Conflict</p> <p>War, Enemy, Military, Alliance, Invasion</p> <p><i>Through work studying World War 2:</i></p> <p><i>What are the effects of war, what are the reasons for war?</i></p> <p><i>The effects and consequences on normality of unexpected/ unusual events</i></p> <p><i>Begin to understand the impact of conflict and power across the world making links to the present day</i></p>	

			<p>Power Government, Emperor, Empire <i>Through work studying Invaders and Settlers (Romans):</i> <i>Rule makers from outside of the tribe, more hierarchy</i></p> <p><i>Through work studying the Ancient Egyptians:</i> Monarchy <i>Look at hierarchy structure and the powers held by Pharaohs</i></p>	<p>Power Government, Democracy, Parliament, Prime Minister, Dictator, Empire <i>Through work studying World War 2:</i> <i>The differences between democracy and a dictatorship</i></p> <p><i>Through work studying the Mayans:</i> Monarchy</p>
			<p>Law Freedom, Rights, Slaves <i>Through work studying Invaders and Settlers (Romans):</i> <i>Impact of new laws, response to these new laws</i></p>	<p>Law Judge, Punishment <i>Through work studying the Mayans</i></p>
			<p>Religion <i>Through work studying Invaders and Settlers (Romans):</i> <i>What was the impact of religion on daily lives, was there acceptance of other belief systems?</i> <i>Beginning to understand the time line of some aspects of history including starting ask questions of why or how to find simple reasons for events</i></p> <p><i>Through work studying the Ancient Egyptians:</i> <i>Examine how religion impacted on daily life and death</i> <i>Identify a different religion from Christianity – looking at rituals and worship</i> <i>Make links to what this meant for a person’s daily life and death</i></p>	<p>Religion <i>Through work studying the Mayans:</i> <i>Explore and identify why religion had an influence on a variety of societies including their hierarchy</i> <i>Did that affect the power structure or impact on leadership?</i></p>
			<p>Civilisation <i>Through work studying the Ancient Egyptians:</i> <i>To identify what civilisation is and compare it with uncivilised society at the same time</i></p>	<p>Civilisation <i>Through work studying the Mayans:</i> <i>How did the civilisation form?</i></p>
	Skills	Skills	Skills	Skills
Chronology	<ul style="list-style-type: none"> Use simple words to talk about the passing of time. 	<ul style="list-style-type: none"> sequence events or objects in chronological order sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives 	<ul style="list-style-type: none"> place the time studied on a time line sequence events or artefacts use dates related to the passing of time place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD 	<ul style="list-style-type: none"> place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history use relevant dates and terms sequence up to ten events on a time line

	Skills	Skills	Skills	Skills
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. Identify and talk about simple similarities and differences. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening) 	<ul style="list-style-type: none"> find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people’s actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast
	Skills	Skills	Skills	Skills
Interpretations of History	<ul style="list-style-type: none"> Sequence pictures to show time order. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) compare pictures or photographs of people or events in the past able to identify different ways to represent the past 	<ul style="list-style-type: none"> identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge 	<ul style="list-style-type: none"> compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research
	Skills	Skills	Skills	Skills
Historical Enquiry	<ul style="list-style-type: none"> Listen to and recall simple Historical stories. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources 	<ul style="list-style-type: none"> use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research 	<ul style="list-style-type: none"> begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account

	Skills	Skills	Skills	Skills
Organisation and Communication	<ul style="list-style-type: none"> Listen to and recall simple Historical stories. 	<ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT Class display/ museum annotated photographs ICT 	<ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups 	<ul style="list-style-type: none"> fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms- work independently and in groups showing initiative select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations
	Opportunities to extend historical knowledge	Opportunities to extend historical knowledge	Opportunities to extend historical knowledge	Opportunities to extend historical knowledge
	<p>This will arise through a variety of learning opportunities e.g. Remembrance Sunday Guy Fawkes, Christmas - family traditions</p>	<p>This will arise through a variety of learning opportunities e.g. Remembrance Sunday Guy Fawkes, Christmas - family traditions Famous Artist study Lowry , Kandinsky RE – development and stores of faiths include elements of history</p>	<p>This will arise through a variety of learning opportunities e.g. Remembrance Sunday Guy Fawkes, Christmas - family traditions News events Famous artists – Rousseaux Whole class reading/ reading comprehension (non-fiction) Geography – local study RE – development and stores of faiths include elements of history</p>	<p>This will arise through a variety of learning opportunities e.g. Remembrance Sunday Guy Fawkes, Christmas - family traditions News events Style of art – pop art Whole class reading/ reading comprehension (non-fiction) Geography – local study RE – development and stores of faiths include elements of history</p>