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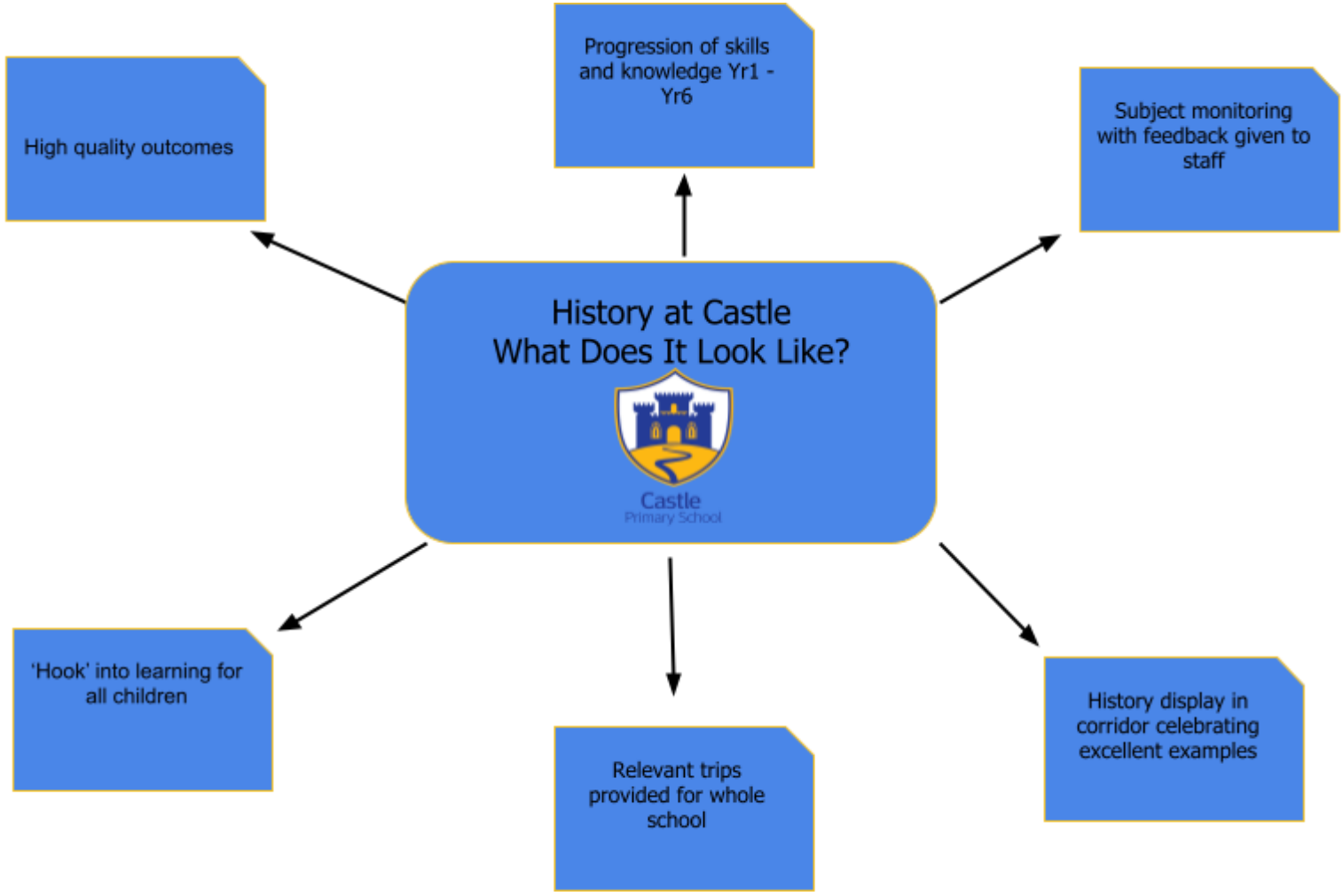
Castle Primary School History Curriculum 2021



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Purpose of study (from the National Curriculum)	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
Aims	• 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.
In KS1:	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. **Pupils should be taught:** • 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

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	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.
In KS2:	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 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.

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Year Group	What **key concepts** do we want children to know and remember in this subject?	What **key skills** do we want children to discover in order to become **Historians**? How will they apply these skills in their learning?	What **cultural capital** do we intend children to learn about and experience? *'The best that has been thought and said… to engender an appreciation for human creativity and achievement.'*	How do we build the key learning values of **resilience**, **independence** and **empathy** through History?	What **Tier 3 vocabulary** will children learn?
Year 1	**People:** ● 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 *e.g. 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.* ***(Do they realise that some famous people have helped our lives be better today?)*** **Places:** ● Significant historical events, people and places in their own locality ***(Can they explain how their local area was different in the past?)***	**Chronological understanding:** ● Sequence events in their lives ● Sequence artefacts from very different time periods. **Interpretations of history:** ● Recognise the difference between fact and fiction using stories ● Consider how reliable adults are when talking about the past **Historical Enquiry:** ● Ask and answer simple questions about the past ● Answer questions using an artefact/picture from the past **Application:** ● Handle evidence/observe to ask and answer questions about the past	● Know and share basic knowledge about a major issue in history. ● To name a significant individual from history.		artefacts, civilisation, monarchy, parliament, democracy, war, peace, chronology, century, decade, global,

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	• Significant historical events that show Britain has a special history **Events:** • Events beyond living memory that are significant nationally or globally e.g. Great Fire of London or first aeroplane flight ***(Do they recognise that we celebrate different events because of what happened many years ago?)***	• Describe significant people from the past • Describe historical events (local, national, global) • Place events and artefacts on a timeline • Recount changes that have happened in their own lives • Begin to use historical vocabulary to communicate ideas e.g. along time ago, recently, years, decades			
Year Group	What **key concepts** do we want children to know and remember in this subject?	What **key skills** do we want children to discover in order to become **Historians**? How will they apply these skills in their learning?	What **cultural capital** do we intend children to learn about and experience? *'The best that has been thought and said… to engender an appreciation for human creativity and achievement.'*	How do we build the key learning values of **resilience**, **independence** and **empathy** through History?	What **Tier 3 vocabulary** will children learn?
Year 2	**People:** • 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 *e.g. 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*	**Chronological understanding:** • Describe memories of key events in their lives • Sequence artefacts closer in time and give reasons for their order **Interpretations of History:** • Compare events in the past using pictures or photos • Consider how reliable these pictures/stories are	• Know and share basic knowledge about a major issue in history, explaining why this event was/is significant. • To name and describe the achievements of a significant individual		artefacts, civilisation, monarchy, parliament, democracy, war, peace, chronology, century, decade, global,

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	Florence Nightingale and Edith Cavell. ***(Do they realise that some famous people have helped our lives be better today?)*** **Places:** ● Significant historical events, people and places in their own locality ***(Can they explain how their local area was different in the past?)*** ● Significant historical events that show Britain has a special history **Events:** ● Events beyond living memory that are significant nationally or globally e.g. Great Fire of London or first aeroplane flight ***(Do they recognise that we celebrate different events because of what happened many years ago?)***	**Historical enquiry:** ● Use a source (an older person, book etc) to answer questions about the past **Application:** ● Develop questioning of the past using the Wh? question words ● Compare the lives of some significant people from the past ● Describe historical events (local, national, global) ● Describe why we might remember/celebrate these events today ● Label timelines with words like past, present ● Use dates where appropriate ● Identify some of the different ways the past has been represented ● Recount changes that have happened in the past ● Begin to use historical vocabulary to communicate ideas e.g. along time ago, recently, years, decades			

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Year Group	What **key concepts** do we want children to know and remember in this subject?	What **key skills** do we want children to discover in order to become **Historians**? How will they apply these skills in their learning?	What **cultural capital** do we intend children to learn about and experience? *'The best that has been thought and said… to engender an appreciation for human creativity and achievement.'*	How do we build the key learning values of **resilience**, **independence** and **empathy** through History?	What **Tier 3 vocabulary** will children learn?
Year 3	**Pre-Roman Britain** Pupils should be taught about changes in Britain from the Stone Age to the Iron Age This could include: ● late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ● Bronze Age religion, technology and travel, for example, Stonehenge ● Iron Age hill forts: tribal kingdoms, farming, art and culture **Roman Britain** Pupils should be taught about the Roman empire and its impact on Britain This could include: ● Julius Caesar's attempted invasion in 55-54 BC ● the Roman Empire by AD 42 and the power of its army ● successful invasion by Claudius and conquest, including Hadrian's Wall ● British resistance, for example, Boudica ● "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **Anglo-Saxons & Scots**	**Chronological understanding:** ● Place the time studied on a timeline ● Use dates and terms from the period of study **Interpretations of history:** ● Identify and give reasons for different ways in which the past is represented ● Compare different versions of the same story **Historical enquiry:** ● Begin to research specific events from the past – using the library/internet ● Use a range of sources to find out about the past **Application:** ● Use a wider variety of evidence to develop questioning ● Give a broad overview of life for people in Britain during the period of study ● Describe different accounts of historical events	● Know and share basic knowledge about major issues in history. Explain why these events/issues were significant. ● To name and describe the achievements of a significant individual and explain why it is important we remember them.		Propaganda, chronology, era civilisation, monarchy, parliament, democracy, war, peace Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, BC, AD, empire, civilisation

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	Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots This could include: ● Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ● Scots invasions from Ireland to north Britain (now Scotland) ● Anglo-Saxon invasions, settlements and kingdoms: place names and village life ● Anglo-Saxon art and culture ● Christian conversion – Canterbury, Iona and Lindisfarne **Anglo-Saxons & Vikings** Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: ● Viking raids and invasion ● resistance by Alfred the Great and Athelstan, first king of England ● further Viking invasions and Danegeld ● Anglo-Saxon laws and justice ● Edward the Confessor and his death in 1066 **(Can they recognise that Britain has been invaded and that this would have involved fierce fighting? Can they picture what life would have been like for early settlers? Can they explain how some of these events have helped shape our lives? Can they**	● Place events, artefacts, historical figures on a timeline using dates ● Describe some of the different ways the past has been represented ● Give reasons for change happening in History ● Use literacy, numeracy and computing skills to a good standard to communicate information about the past			

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	explain how life was different in the past e.g. how people cooked, travelled, entertained themselves?)				
Year Group	What **key concepts** do we want children to know and remember in this subject?	What **key skills** do we want children to discover in order to become **Historians**? How will they apply these skills in their learning?	What **cultural capital** do we intend children to learn about and experience? *'The best that has been thought and said… to engender an appreciation for human creativity and achievement.'*	How do we build the key learning values of **resilience**, **independence** and **empathy** through History?	What **Tier 3 vocabulary** will children learn?
Year 4	**Pre-Roman Britain** Pupils should be taught about changes in Britain from the Stone Age to the Iron Age This could include: ● late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ● Bronze Age religion, technology and travel, for example, Stonehenge ● Iron Age hill forts: tribal kingdoms, farming, art and culture **Roman Britain** Pupils should be taught about the Roman empire and its impact on Britain This could include: ● Julius Caesar's attempted invasion in 55-54 BC ● the Roman Empire by AD 42 and the power of its army ● successful invasion by Claudius and conquest, including Hadrian's Wall	**Chronological understanding:** ● Place events from a period studied on a timeline ● Begin to date events ● Understand more complex terms e.g. BC/AD **Interpretations of history:** ● Begin to evaluate how useful different sources are – what can different pieces of evidence tell us about the past? **Historical enquiry:** ● Choose evidence and use it to build up a picture of the past	● Know and share knowledge about some major issues in history. ● To begin to understand how these events have influenced the course of history. ● To name and describe the achievements of significant individuals who they feel have significantly shaped our history/ future. ● To begin to recognise their place in history.		Propaganda, chronology, era civilisation, monarchy, parliament, democracy, war, peace Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, BC, AD, empire, civilisation

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	• British resistance, for example, Boudica • "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity • **Anglo-Saxons & Scots** Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne **Anglo-Saxons & Vikings** Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice	• Communicate their findings orally and in writing – and offer a point of view about it • Ask a wider variety of questions **Application:** • Suggest suitable sources of evidence that would help with their questioning of the past • Describe the characteristic features of the experiences of people in the past e.g. their experiences, beliefs • Describe the social, ethnic, cultural or religious diversity of the past would affect people • Describe causes and consequences of historical events • Begin to show an understanding of change over time and representing this on a timeline • Explain some of the reasons why the past might be represented in different ways • Understand the concept of change and continuity over time • Use literacy, numeracy and computing skills to a good standard to communicate information about the past			

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	• Edward the Confessor and his death in 1066 **(Can they recognise that Britain has been invaded and that this would have involved fierce fighting? Can they picture what life would have been like for early settlers? Can they explain how some of these events have helped shape our lives? Can they explain how life was different in the past e.g. how people cooked, travelled, entertained themselves?)**				
Year Group	What **key concepts** do we want children to know and remember in this subject?	What **key skills** do we want children to discover in order to become **Historians**? How will they apply these skills in their learning?	What **cultural capital** do we intend children to learn about and experience? *'The best that has been thought and said… to engender an appreciation for human creativity and achievement.'*	How do we build the key learning values of **resilience**, **independence** and **empathy** through History?	What **Tier 3 vocabulary** will children learn?
Year 5	**Local History** Pupils should be taught about an aspect of local history For example: • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **Extended chronological study**	**Chronological understanding:** • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past **Interpretations of history:** • Offer reasons for different versions of history – why do some people see the same events differently? **Historical enquiry:**	• Know and share knowledge about many major issues in the history of our locality, country and the wider world. • To begin to understand how these events have influenced the course of history. • To name and describe the achievements of significant individuals who they feel have		Propaganda, chronology, era civilisation, monarchy, parliament, democracy, war, peace Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, BC,

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	Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example: ● the changing power of monarchs using case studies such as John, Anne and Victoria ● 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 ● the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ● a significant turning point in British history, for example, the first railways or the Battle of Britain. ● (Can they recognise the themes of change and continuity?) **Ancient Civilizations** Pupils should be taught about 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; or ● The Shang Dynasty of Ancient China ● Ancient Greece ● Pupils should be taught a study of Greek life and achievements and their influence on the western world **(Can they summarise what Britain may have learnt from other countries and civilisations?)** **Non-European Study**	● Begin to identify primary and secondary evidence ● Select relevant sections of evidence ● Use the library and internet with increasing confidence **Application:** ● Select sources of evidence that would help their questioning of the past and give reasons for their choices ● Explain how the main changes in a period of history would impact on people e.g. social or religious change ● Explain how historical events demonstrate social, ethnic, cultural or religious diversity ● Begin to show an understanding of change and continuity over time and be able to represent them on a timeline ● Understand the need to use more than one source of evidence to get a full understanding of how the past has been represented ● Describe changes and continuity that have happened in the locality of the school ● Explain why these changes might have happened ● Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past ● Use original ways to present information and ideas	significantly shaped our history/ future. ● To recognise their place in history and the issues of their time.		AD, empire, civilisation

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	Pupils should be taught about 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; or ● Benin (West Africa) c. AD 900-1300				
Year Group	What **key concepts** do we want children to know and remember in this subject?	What **key skills** do we want children to discover in order to become **Historians**? How will they apply these skills in their learning?	What **cultural capital** do we intend children to learn about and experience? *'The best that has been thought and said… to engender an appreciation for human creativity and achievement.'*	How do we build the key learning values of **resilience**, **independence** and **empathy** through History?	What **Tier 3 vocabulary** will children learn?
Year 6	**Local History** Pupils should be taught about an aspect of local history For example: ● a depth study linked to one of the British areas of study listed above ● a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	**Chronological understanding:** ● Place current study on timeline in relation to other studies ● Use relevant dates and terms ● Sequence up to ten events on a timeline **Interpretations of history:**	● Know and share deep knowledge about major issues in the history of our locality, country and the wider world. ● To understand how these events have	To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments. To develop an interest in the past and an appreciation of human achievements and aspirations To understand the values of	Propaganda, chronology, era civilisation, monarchy, parliament, democracy, war, peace

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	• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **Extended chronological study** Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example: • the changing power of monarchs using case studies such as John, Anne and Victoria • 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 • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain. • (Can they recognise the themes of change and continuity?) **Ancient Civilizations** Pupils should be taught about 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; or • The Shang Dynasty of Ancient China • Ancient Greece • Pupils should be taught a study of Greek life and achievements and their influence on the western world	• Start to link sources together to arrive at conclusions • Consider ways of checking accuracy of interpretations – how can they find out if interpretations are fact, fiction of opinion? **Historical enquiry:** • Recognise primary and secondary evidence • Use a range of sources to find out about an event • Use several sources to produce a fluent account **Application:** • Select a wide range of evidence to help their questioning of the past and consider what is most useful • Explain how the changes and continuity in the period of study would impact on peoples' lives • Explain how historical events demonstrate social, ethnic, cultural or religious diversity • Explain how historical events demonstrate social, political, religious, technological and/or cultural factors • Use dates and terms accurately in describing events • Show an awareness of propaganda and how that might affect how the past is represented	influenced the course of history. • To name and describe the achievements of significant individuals who they feel have significantly shaped our history/ future, evidencing the reasons for their choice. • To recognise their place in history, the issues of their time and make predictions about the legacy their generation will leave.	our society To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another	Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, BC, AD, empire, civilisation

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	(Can they summarise what Britain may have learnt from other countries and civilisations?) **Non-European Study** Pupils should be taught about 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; or ● Benin (West Africa) c. AD 900-1300	● Describe the main changes in a period of history using terms like social, religious, political, technological and cultural ● Identify periods of rapid change in history and compare them with times of relatively little change ● Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past ● Use original ways to present information and ideas			