

Castle Primary's History Curriculum

Skills Progression

Year 1/2	Year 3/4	Year 5/6
<p>1. Chronological Understanding:</p> <ul style="list-style-type: none"> a. sequence artefacts / events that are close together in time; b. order dates from earliest to latest on simple timelines; c. sequence pictures from different periods; d. describe memories and changes that have happened in their own lives; e. use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <p>2. Knowledge & Understanding of Events, People & Changes:</p> <ul style="list-style-type: none"> a. recognise some similarities and differences between the past and the present; b. identify similarities and differences between ways of life in different periods; c. know and recount episodes from stories and significant events in history; d. understand that there are reasons why people in the past acted as they did; e. describe significant individuals from the past. <p>3. Historical Interpretations:</p> <ul style="list-style-type: none"> a. start to compare two versions of a past event; b. observe and use pictures, photographs and artefacts to find out about the past; c. start to use stories or accounts to distinguish between fact and fiction; d. explain that there are different types of evidence and sources that can be used to help represent the past. <p>4. Historical Investigations:</p> <ul style="list-style-type: none"> a. observe or handle evidence to ask simple questions about the past; b. observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c. choose and select evidence and say how it can be used to find out about the past. <p>5. Presenting, Organising & Communicating:</p> <ul style="list-style-type: none"> a. show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b. talk, write and draw about things from the past; c. use historical vocabulary to retell simple stories about the past; d. use drama/role play to communicate their knowledge about the past. 	<p>1. Chronological Understanding:</p> <ul style="list-style-type: none"> a. sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>2. Knowledge & Understanding of Events, People & Changes:</p> <ul style="list-style-type: none"> a. note key changes over a period of time and be able to give reasons for those changes; b. find out about the everyday lives of people in time studied compared with our life today; c. explain how people and events in the past have influenced life today; d. identify key features, aspects and events of the time studied; e. describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>3. Historical Interpretations:</p> <ul style="list-style-type: none"> a. look at more than two versions of the same event or story in history and identify differences; b. investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>4. Historical Investigations:</p> <ul style="list-style-type: none"> a. use a range of sources to find out about the past; b. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c. gather more detail from sources such as maps to build up a clearer picture of the past; d. regularly address and sometimes devise own questions to find answers about the past; e. begin to undertake their own research. <p>5. Presenting, Organising & Communicating:</p> <ul style="list-style-type: none"> a. use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b. present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c. start to present ideas based on their own research about a studied period. 	<p>1. Chronological Understanding:</p> <ul style="list-style-type: none"> a. order an increasing number of significant events, movements and dates on a timeline using dates accurately; b. accurately use dates and terms to describe historical events; c. understand and describe in some detail the main changes to an aspect in a period in history; d. understand how some historical events/periods occurred concurrently in different locations. <p>2. Knowledge & Understanding of Events, People & Changes:</p> <ul style="list-style-type: none"> a. identify and note connections, contrasts and trends over time in the everyday lives of people; b. use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c. examine causes and results of great events and the impact these had on people; d. describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>3. Historical Interpretations:</p> <ul style="list-style-type: none"> a. find and analyse a wide range of evidence about the past; b. use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c. consider different ways of checking the accuracy of interpretations of the past; d. start to understand the difference between primary and secondary evidence and the impact of this on reliability; e. show an awareness of the concept of propaganda; f. know that people in the past represent events or ideas in a way that may be to persuade others; g. begin to evaluate the usefulness of different sources. <p>4. Historical Investigations:</p> <ul style="list-style-type: none"> a. recognise when they are using primary and secondary sources of information to investigate the past; b. use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c. select relevant sections of information to address historically valid questions and construct detailed, informed responses; d. investigate their own lines of enquiry by posing historically valid questions to answer. <p>5. Presenting, Organising & Communicating:</p> <ul style="list-style-type: none"> a. know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b. present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c. plan and present a self-directed project or research about the studied period.

Castle Primary's **History Curriculum**

Long-Term Knowledge Plan A

	YEAR 1/2	YEAR 3/4	YEAR 5/6
	Changes Within Living Memory: TOYS THROUGH TIME Skills: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 3d, 4a, 4b, 4c, 5b, 5d	Changes in Britain: STONE AGE TO IRON AGE Skills: 1a, 1b, 2a, 2b, 2c, 2d, 3b, 4a, 4b, 4d, 4e, 5a, 5b, 5c	British History Beyond 1066: VICTORIAN INVENTIONS Skills: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3g, 4a, 4b, 4c, 4d, 5a, 5b
Autumn Term	Knowledge: <ul style="list-style-type: none"> Find out about toys today. Find out about toys in the past. Compare similar toys from different times. Compare toys from the past with modern toys. Recognise how toys have changed over time. 	Knowledge: <ul style="list-style-type: none"> Know where the Stone Age got its name. Know which tools were crucial to the survival of early man Find out about Skara Brae. Explain how homes changed from the Stone Age to the Iron Age. Understand how important copper mining was in the Bronze Age. Find out different theories for the building of Stone Henge. Explain how hillforts were designed to protect Iron Age tribes. 	Knowledge: <ul style="list-style-type: none"> Understand why the Victorian era was a time of great change. Know the countries that made up the British Empire and why it was so important. Learn about the Industrial Revolution and how it affected Britain. Find out about the success of The Great Exhibition of 1851. Find out about Victorian inventions / discoveries. Explore what life was like for rich and poor in Victorian Britain.
Spring Term	International Historical Event: THE SPACE RACE Skills: 1a, 1b, 1e, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5b, 5c, 5d	Achievements of the Earliest Civilizations: ANCIENT EGYPT Skills: 1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c	Achievements & Influences on the Western World: ANCIENT GREECE Skills: 1a, 1b, 1c, 1d, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3g, 4a, 4b, 4c, 5a, 5b
	Knowledge: <ul style="list-style-type: none"> Understand how life in space is different to Earth. Find out about famous astronauts and why they are famous e.g. <i>Yuri Gagarin, Neil Armstrong, Valentina Tereshkova, Tim Peake</i> Know the main countries involved in the 'Space Race'. Find out about the international 'milestone' events accomplished, up until present day. 	Knowledge: <ul style="list-style-type: none"> Know when / where the ancient Egyptians lived. Understand what life was like in ancient Egypt. Learn about the mummification process. Learn about the discovery of Tutankhamun's tomb. Explore ancient Egyptian writing systems. Find out about Egyptian gods. 	Knowledge: <ul style="list-style-type: none"> Explain where, how and why the Greek empire grew. Explain how the political system worked in Ancient Greece. Understand how the Olympics has changed over time. Recall facts about the Battle of Marathon. Find out about Greek gods and goddesses. Find out about The Trojan War
Summer Term	Significant Historical Person (UK): FAMOUS QUEENS Skills: 1a, 1c, 1d, 1e, 2a, 2b, 2e, 3b, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 5d	British History Beyond 1066: TUDOR ROYALTY & EXPLORATION Skills: 1a, 1b, 2a, 2b, 2c, 2d, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c	Theme Through Time Beyond 1066 CRIME & PUNISHMENT Skills: 1b, 1c, 2a, 2b, 2d, 3a, 3d, 3f, 3g, 4a, 4b, 4c, 4d, 5a, 5b,
	Knowledge: <ul style="list-style-type: none"> Learn what a monarch is and what they do. Know that our current monarch is King Charles III. Discover that Queen Elizabeth II was the longest reigning monarch and celebrated many jubilees. Find out about family trees. Know that Queen Victoria was the first monarch to live in Buckingham Palace. Find out about how different life was in the Victorian period. Know who Queen Elizabeth I was and how the crown usually passed to a male heir in this time period. Compare the life and times of the three queens. 	Knowledge: <ul style="list-style-type: none"> Know who the Tudors were and when they lived. Discover what life was like in Tudor times. Know who the six Tudor monarchs were. Understand why Henry VIII married 6 times. Find out about the reign of Elizabeth I and the 'Golden Age' Find out about exploration and trade in the Elizabethan era. Explore the attack of the Spanish Armada. 	Knowledge: <ul style="list-style-type: none"> Know examples of common crimes today and how they are punished. Learn examples from the Roman judicial system. Know the Anglo-Saxon / Viking system of paying <i>weregild</i> and other punishments of the time. Discover why crimes and punishments changed during the medieval & Tudor period. Compare medieval & Tudor punishments. Learn about the Gunpowder Plot, poachers, smugglers and highwaymen. Explore the crimes of the Victorian era, that came about due to industrialisation and political changes, including child criminality Know why crimes and punishments have changed over the 20th and 21st centuries. Compare crime and punishment of the past to today.

Castle Primary's History Curriculum

Long-Term Knowledge Plan B

	YEAR 1/2	YEAR 3/4	YEAR 5/6
Autumn Term	National Historical Event: REMEMBRANCE DAY <p>Skills: 1d, 1e, 2c, 3b, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 5d</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Identify Remembrance day as a yearly event in Britain and globally. Recognise poppies as a symbol of remembrance. Know about the armistice of WW1 and the origins of Remembrance day. Identify and explore the features of war memorials. Know what happens at the National Service of Memorial at Whitehall and smaller local memorials. Find out about the British Legion and their Poppy Appeal. Know why it is important to remember past conflicts. 	British History Beyond 1066: WORLD WAR TWO <p>Skills: 1a, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 4a, 4b, 4d, 4e, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know when and why WW2 began. Know key individuals and countries involved. Identify key events from 1939-1945, including The Battle of Britain. Know how people on the home front contributed to the war effort. Understand what is meant by propaganda in relation to the war effort. Explain when, why and where children were evacuated. Understand the different experiences of evacuees. Explain how everyday lives were affected by food rationing. Describe the roles and responsibilities of the armed forces. 	British History Beyond 1066: WORLD WAR ONE <p>Skills: 1a, 1b, 1c, 1d, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4d, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know when and why WW1 began. Know key individuals and countries involved. Understand what life was like for soldiers on the Western Front. Find out about trench warfare. Explain the advancements of warfare that occurred in WW1. Know how horses, dogs and pigeons contributed to the war. Understand what life was like in Britain during WW1. Know the jobs that many women and children took on to support the war effort. Understand why propaganda posters were used. Identify events which led to the end of the war and armistice in 1918. Identify changes made after the war including the Treaty of Versailles.
	Comparing Significant Historical People: NURTURING NURSES <p>Skills: 1a, 1b, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 5d</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand how people can be significant in history. Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today. Find out differences and similarities between the 3 nurses' lives. Learn key events / facts about the 3 nurses' lives and order them on a timeline. Identify ways in which the 3 nurses can be remembered. 	Invasion & Impact on Britain: ROMAN EMPIRE <p>Skills: 1a, 1b, 2a, 2b, 2c, 2d, 2e, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the terms 'invade' and 'settle'. Know how, why and when the Romans came to Britain. Understand why and how the Romans built new roads in Britain. Understand how the Roman Empire affected different people and their reactions to the changes – e.g. Boudicca's rebellion. Know who Emperor Hadrian was and why he built a wall. Find out about life in Roman Britain – including towns, public baths, belief in gods / goddesses and entertainment. Know how the Romans have influenced our lives today. 	Contrasting Non-European Society: MAYAN CIVILISATION <p>Skills: 1a, 2a, 2b, 2d, 3a, 3c, 3g, 4b, 4c, 4d, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Find out who the Maya people were, and when and where in the world they lived. Explain the religious beliefs of the Maya people. Name some of the main gods and what they represented to the Maya people. Know how the Maya number system worked. Know some of the discoveries made at Copan by John Lloyd Stephens and Frederick Catherwood. Explain what the Mayan writing system consists of. Know what codices are. Identify a range of foods that were eaten by the ancient Maya people. Recognise the significance of chocolate and corn to the Maya people.
	Significant Historical Places: CASTLES <p>Skills: 1b, 1c, 1e, 2b, 3b, 3c, 3d, 4a, 4b, 5a, 5b, 5c, 5d</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Find out who built the first castles in the UK and why. Know the structural features, strengths and weaknesses of a Norman castle – 'motte and bailey' and 'keep and bailey'. Identify differences between medieval castles. Know what a siege is. Find out about the different people who lived in medieval castles. Know how peasants were treated in medieval times. Find out how the Tower of London's use has changed over time. 	National History in Our Locality: LIFE & WORK OF SIGNIFICANT PEOPLE: <i>e.g. RJ MITCHELL, C CLIFF, SIR S MATTHEWS</i> <p>Skills: 1a, 2a, 2c, 2e, 3b, 4a, 4d, 4e, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know the industries that Stoke-On-Trent is renowned for. Identify the towns where significant people were born and what their early life was like. Know significant events of the individual's lives and how it enabled them to progress in their field of work. Find out what skills / knowledge / talents significant people brought to the local area. Recognise the national significance of their work. Know what remains of their life and work in our locality (and nationally if appropriate) today. 	Britain's Settlers & Invaders: ANGLO-SAXONS & VIKINGS <p>Skills: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3g, 4b, 4c, 4d, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand how the Anglo-Saxons came to Britain. Know why this time period is known as the Dark Ages. Know why and when the Vikings invaded Britain. Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. Find out how and when England became a unified country. Describe the role King Alfred the Great played in the unification of England. Know what life was like for Vikings in Britain. Identify similarities and differences between Anglo-Saxon and Viking life. Know why the Battle of Hastings took place and how it resulted in the ending of Anglo-Saxon / Viking rule in Britain.
	<p>Skills: 1b, 1c, 1e, 2b, 3b, 3c, 3d, 4a, 4b, 5a, 5b, 5c, 5d</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Find out who built the first castles in the UK and why. Know the structural features, strengths and weaknesses of a Norman castle – 'motte and bailey' and 'keep and bailey'. Identify differences between medieval castles. Know what a siege is. Find out about the different people who lived in medieval castles. Know how peasants were treated in medieval times. Find out how the Tower of London's use has changed over time. 	<p>Skills: 1a, 2a, 2c, 2e, 3b, 4a, 4d, 4e, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know the industries that Stoke-On-Trent is renowned for. Identify the towns where significant people were born and what their early life was like. Know significant events of the individual's lives and how it enabled them to progress in their field of work. Find out what skills / knowledge / talents significant people brought to the local area. Recognise the national significance of their work. Know what remains of their life and work in our locality (and nationally if appropriate) today. 	<p>Skills: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3g, 4b, 4c, 4d, 5a, 5b, 5c</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand how the Anglo-Saxons came to Britain. Know why this time period is known as the Dark Ages. Know why and when the Vikings invaded Britain. Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. Find out how and when England became a unified country. Describe the role King Alfred the Great played in the unification of England. Know what life was like for Vikings in Britain. Identify similarities and differences between Anglo-Saxon and Viking life. Know why the Battle of Hastings took place and how it resulted in the ending of Anglo-Saxon / Viking rule in Britain.
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