



History Curriculum

Blackmore Primary School

	<p>Curriculum Intent</p> <p>At Blackmore Primary School we aim to provide an engaging and balanced curriculum which nurtures and embraces children's interests and potential.</p> <p>We inspire children to become life-long learners with the skills to prepare them for their futures.</p>	<p>Key resources</p> <ul style="list-style-type: none">- Artefacts- Grammarsaurus Scheme- Key vocabulary & skills progression document	<p>Subject Leader Miss Mills</p> 
<p>Our Place in our World</p>	<ul style="list-style-type: none">• Broaden Horizons.• Explore Diversity• Positive Change		
<p>Life Skills & Attitudes</p>	<ul style="list-style-type: none">• Communication• Self-directed, engaged• Making Connections		
<p>Ambitions & Possibilities</p>	<ul style="list-style-type: none">• Future Aspirations• Opportunities and Careers.• Everything Is Possible		

History Curriculum Progression EYFS / KS1

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What do I know about me? (Timelines)	Why is it so dark? (Seasonal changes & festivals)- Halloween, Guy Fawkes, Christmas)	Geography Unit	Geography Unit	Would a dinosaur make a good pet? (Animals changes, archaeologists)	Do all heroes wear capes? (Local heroes, people in our communities)

By the end of EYFS, pupils will...

- Begin to talk about past and present events in their lives and their families lives
- Sequence events in the order in which they happened using vocabulary such as now, then, yesterday, today
- Explore changes from now and from when they were a baby
- Begin to differentiate the past and present e.g. from objects
- Explore changes from now and from when they were a baby
- Explore and talk about objects and artefacts from the past, using words such as old and new
- Know about popular traditions and customs, often linked to food and celebrations such as Christmas, Easter and Chinese New Year.

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Unit	Changes within living memory: How have children's toys changed since our older relatives were little?	Geography Unit	Significant individuals and local individuals: How did Florence Nightingale and Edith Cavell help to improve hospitals?	Significant individuals and local places: Where did kings and queens live through time?	Geography Unit
Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance

I can label timelines with words such as: past, present, older and newer.	I can look at sources and ask "What was it like for people?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed over time.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
I can recount changes that have occurred in my own life.	"What happened?" "What was this used for?" "How long ago?"	I can begin to explain why monarchs built castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles	I can begin to talk about key events of a significant king/queen or castle.
I can place events, artefacts and people on a timeline.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories and film footage to find out about the past.	I can describe significant people and events from the past and explain why they are important.
I can begin to use some dates where appropriate.				I can identify some of the different ways the past has been represented..	

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Unit	<p style="text-align: center;">Local History/Transport:</p> <p>How did people travel between London and Brentwood in the past?</p>	Geography Unit	<p style="text-align: center;">Events beyond living memory:</p> <p>What was it like to be alive at the time of the Great Fire of London?</p>	<p style="text-align: center;">Significant individuals and events:</p> <p>Why are explorers brave people?</p>	Geography Unit
Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p>With support, I can use evidence of explorers lives to ask questions about the past.</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p> <p>I can discuss the causes of exploring and what we found out from exploration.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p> <p>I can describe changes over a period of time.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p> <p>I can use pictures and stories to find out about the past and compare different explorations.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p> <p>I can name significant explorers from the past.</p>

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Changes in Britain from the Stone Age to the Iron Age:</p> <p>How did daily life change in Britain from the Stone Age to the Iron Age?</p>	Geography Unit	Geography Unit	Geography Unit	<p>The achievements of the earliest civilisations:</p> <p>What were the greatest achievements of Ancient Egypt?</p>	
Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>I can place events, artefacts and historical figure on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events and for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Unit	A study of Greek life and achievements and		Geography Unit	The Roman Empire and its impact on	Geography Unit

	their influence on the world: What were the greatest achievements of the Ancient Greeks?			Britain How did the Roman Empire impact Britain?	
Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can begin to discuss the reliability of sources. I can suggest more than one suitable source for historical enquiry.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can explain the concept of change over time and represent this with evidence. I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Britain's settlement by Anglo-Saxons and Vikings: How did England change during the settlement of the Anglo-Saxons and Vikings?		Geography Unit	Geography Unit	A non-European study that provides contrast with British history: What made the Maya Civilisation so successful?	Geography Unit
Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance

I can use dates accurately in describing events and people.	<p>I can discuss whether the evidence is reliable and explain why.</p> <p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p> <p>I can describe causes of events and their consequences in Ancient Maya.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain..</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>I can compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>
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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Post 1066 Study:</p> <p>What role did Britain play in WW2 and how could this impact the outcome of the war?</p>	<p>Geography Unit</p>	<p>Post 1066 Study:</p> <p>How has crime and punishment changed over time in Britain?</p>	<p>Geography Unit</p>	<p>A Study Beyond 1066:</p> <p>To be or not to be, that is the question? Including local history (Tudors)</p>	<p>Geography Unit</p>
<p>Chronology</p>	<p>Evidence and Interpretation</p>	<p>Cause and Consequence</p>	<p>Change and Continuity</p>	<p>Similarity and Difference</p>	<p>Historical Significance</p>

<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe some of the causes and consequences of World War 2.</p> <p>I can describe the social causes of crime and punishment.</p> <p>I can describe the consequences of crimes.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can identify changes in crime and punishment.</p> <p>I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p>
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