



Otford Primary School

Courage, Kindness, Curiosity

History Curriculum Document

Intent for History Curriculum

At Otford we help pupils to understand how the past can be divided up into different times, and to recognise and understand that there are similarities, differences and connections between eras. It will develop pupils' knowledge and understanding of events, people and changes in the past within Britain and the wider world; how and why some things change and some remain the same, why events take place and the outcomes that follow. Pupils will have the opportunity to learn about the impact that events from the past have had on the modern day with British values threaded through. We provide a framework of historical skills for the pupils to draw from which will equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement and ultimately inspire pupils' passion and curiosity to know more about the past. Artefact handling, problem solving with source material, day trips, themed events and visiting speakers all contribute to make the subject a vivid and stimulating area.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Chronological understanding	Skills Talk about past and present events in my own life and in lives of family members.	Skills To sequence events in their life. To sequence 3 or 4 artefacts from distinctly different periods of time. To match objects to people of different ages. Knowledge To know about changes in living memory. To know significant historical events, people, and places in their own locality. Anne Boleyn Vocabulary Century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact Research evidence	Skills To sequence artefacts closer together in time - check with reference book. To sequence photographs etc. from different periods of their life. To describe memories of key events in lives. Knowledge To know about events beyond living memory that are significant nationally or globally. To know about the lives of significant individuals in the past who have contributed to national and international achievements. Vocabulary Century chronological order living memory remembers memories opinion fact source interpret	Skills To place the time studied on a time line. To use dates and terms related to the study unit and passing of time. To sequence several events or artefacts. Knowledge To know and use dates and terms related to the study unit and passing of time. To know about changes in Britain from the Stone Age to the Iron Age. To know about the Roman Empire and its impact on Britain. Vocabulary era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) - archaeology Prehistory Biased impact	Skills To place events from period studied on time line. To be able to use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD Knowledge To know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (a depth study of Ancient Egypt). To know about Britain's settlement by Anglo-Saxons and Scots. To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Vocabulary era/period BCE (Before Common Era)	Skills To know and sequence key events of time studied. To use relevant terms and period labels . To make comparisons between different times in the past. Knowledge To know about an aspect of local history – Otford during WW2. To know about Greek life and achievements and their influence on the western world. Vocabulary primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits	Skills To describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural. To identify and understand key turning points. To apply the concept of continuity and change over time justifying them along with evidence on a time line. Knowledge To know an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. To know about changes in an aspect of social history – crime and punishment from the Anglo Saxons to the present. Vocabulary primary source/evidence secondary source/evidence reliable
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		experts significant recent lifetime	enquire/enquiry impact Research evidence experts significant recent lifetime	consequences continuity	ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) - archaeology Prehistory Biased impact consequences continuity	decade	extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade
Range and depth of historical knowledge		Skills To recognise the difference between past and present in their own and others' lives. To know and recount episodes from stories about the past.	Skills To recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times.	Skills To be able to use evidence to reconstruct life in time studied. To identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Skills To be able to use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Skills Study different aspects 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.	Skills Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings . Compare beliefs and behaviour with another time 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.
Interpretations of history	Skills Make observations of animals and plants and explain why some things occur and talk about changes.	Skills Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Skills Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Skills Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	Skills Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Skills Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Skills 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. Confidently use the library and internet for research.

Historical Enquiry	Skills Make observations of animals and plants and explain why some things occur and talk about changes.	Skills Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a).	Skills Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Skills 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 and internet for research.	Skills 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 and internet for research.	Skills Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	Skills 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 gathered from several sources together in a fluent account.
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Organisation and Communication		Skills Tell stories about the past/ events in a famous person's life Write the difference between things from the past, and how they look now.	Skills Use labelled diagrams, recounts and pictures to tell what they know about the past. Annotate photographs.	Skills Communicate knowledge and understanding in a variety of ways – discussions, recounts, diaries, pictures, annotations, and drama. Begin to use historical vocabulary to describe periods studies. Select relevant historical information.	Skills Select data and organise it into a data file to answer historical questions. Display findings in a variety of ways Use dates and some historical vocabulary to describe period studied.	Skills Use dates and appropriate vocabulary. Organise historical information. Communicate knowledge in different forms.	Skills Select aspects of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Select and organise information to produce structured work . Use dates and historical vocabulary.
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Vocabulary by Topic			<u>The Great Fire of London</u> The plague Lord Mayor Government Diary Samuel Pepys King Charles II Thomas Farriner London River Thames Pudding Lane The Monument <u>First Man on the Moon</u> Neil Armstrong Buzz Aldrin Michael Collins Nasa Apollo 11	<u>Stone Age to Iron Age</u> Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homo sapiens Pelt Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer	<u>Anglo-Saxons</u> Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Monk Illumination Manuscript Weregeld Athelstan Christianity Augustine Alfred the Great	<u>Ancient Greeks</u> Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Agora Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Oracle	<u>Crime and Punishment</u> Sin Crime Criminal law: Civil law: <u>Amnesty</u> <u>International:</u> Young offenders <u>Aims of Punishment</u> Protection Retribution Deterrence Reformation Vindication Community service Custodial sentences Fines

			Command module	Domesticate <u>Ancient Romans</u> Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator Republic Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus Maximus Legionary	Aethelred the Unready Hengest and Horsa <u>Ancient Egypt</u> Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Ankh Pyramid Barter Rosetta Stone	Terraced <u>WW2</u> air raid air raid drill air raid shelter Allies allotment atomic bomb Axis Powers blackout Blitz British Empire Censorship civilians Civil Defence Commonwealth concentration camp coupons D-Day department store evacuee factories Forces Frank, Anne gas mask general election gramophone Hitler, Adolf Holocaust Host family invaded Jews liberate military uniform naval naval battle Nazi occupied	Suspended sentences Probation Tagging. Parole Corporal Punishment Capital Punishment <u>Types of Capital Punishment</u> Hanging Firing squad, Stoning, Electric chair Lethal injection
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History teaching and learning in History should enable pupils to:

A	B	C	D	E	F
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.