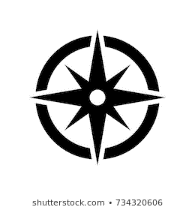
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**History Curriculum Intent**

Our History Curriculum aims to enhance our pupils’ historical knowledge and conceptual understanding of developments and changes over time, relating this to the significance and impact of history on the modern world in which we live.

The historical journey begins in EYFS where it is mainly taught through the area of learning: Understanding the World and communication and language. This is where the children will begin to understand and speak confidently about the passing of time from past to present looking at their own personal lives and that of their families. The key skills mentioned below will be built through talk, real experiences, role play and handling artefacts. This will give the children the foundations of historical concepts and skills to build on through the following 2 key stages.

We focus on the development of four Key Skills: Historical Chronology, Historical Concepts, Working Historically and Communicating Historically. Within these, pupils are taught to construct and sequence the past, understand and articulate concepts such as cause and effect, plan and conduct historical enquiries and use appropriate historical terminology.

Our Topics provide a broad and culturally diverse experience for pupils and key themes within topics are revisited sequentially so that pupils can connect their learning, build upon prior knowledge and commit learning into long term memory. Our Key themes are: Location, Main Events, Conflict, Society, Travel and Exploration, Settlement, Culture and Pastimes, Beliefs and Food and Farming.

These themes are visited through the contexts of our History Topics:

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| EYFS  Taught throughout the year in a range of contexts | Year 1  Heroes  Download Free png Cape, charisma, costume, hero, justice, strong ... | Year 2  Explore Icon Images, Stock Photos & Vectors | ShutterstockExplorers | Year 3  Invaders  T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Roman.png | Year 4  T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Pyramid.pngEgyptians | Year 5  The Great War  poppy-c - Shir Libeynu | Year 6  World War Two  Spitfire WW2 British Fighter Plane Silhouette Gift" Art Print by ... |
| Ancient Greek Democracy  Ancient greek building icon Royalty Free Vector Image | T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Stone henge.pngStone Age Evolution |

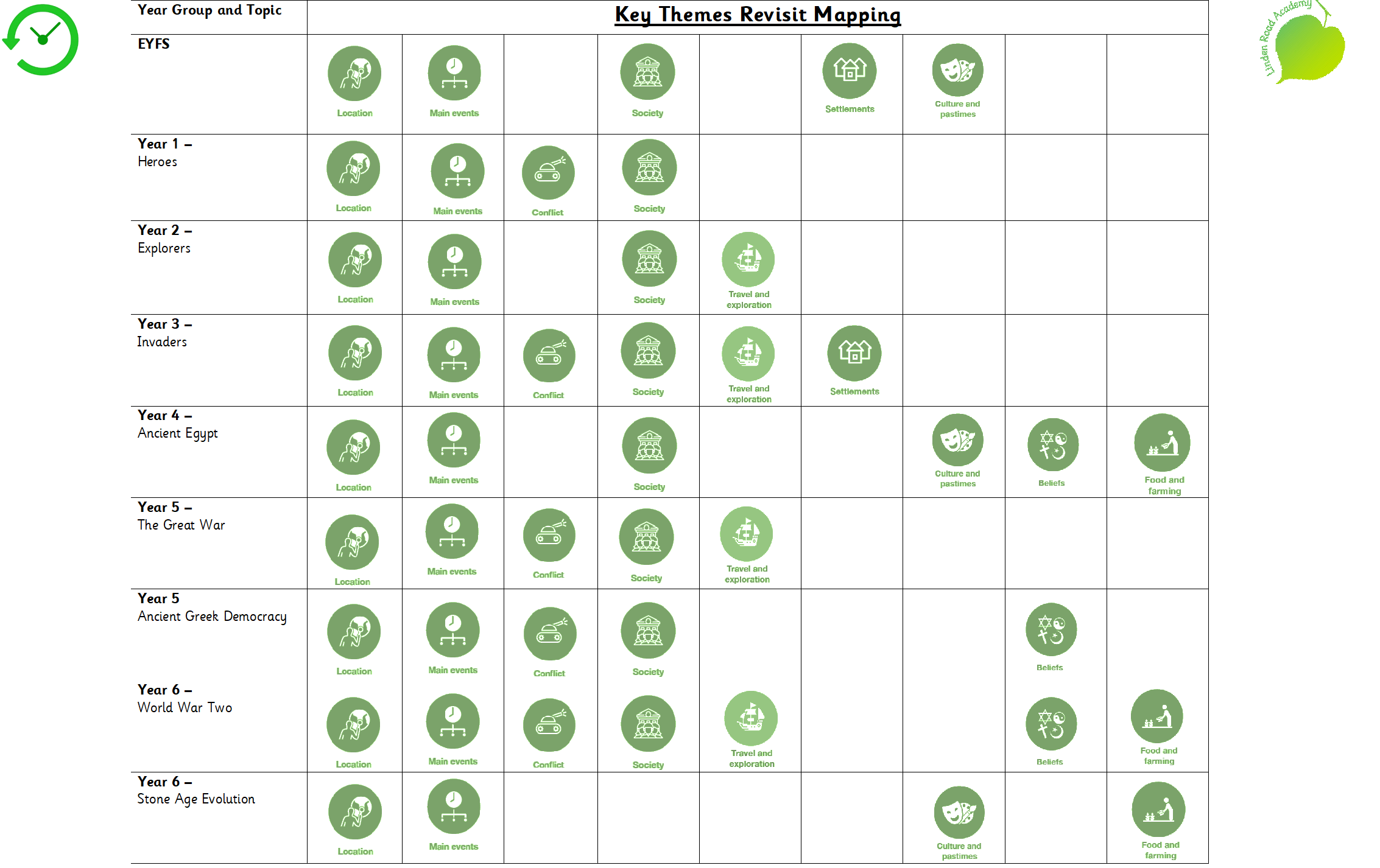
At the end of a topic, pupils answer an assessment question, which gives pupils an opportunity to present their understanding of what they have learnt. Teachers assess the depth of understanding through these answers and use this to inform assessment.

Alongside our historically themed topics, we also run a ‘local history week’ – each class focuses on a different theme of local history within our local area. They become detectives, investigating the past, making comparisons from then to now…. How has Denton changed?

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| **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\History 1.jpgImage result for linden road logoLinden Road Academy History – Big Ideas** | | | | | | | | | |
| **Key themes** |  |  |  |  |  |  |  |  |  |

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| **Key Skills** | **Historical Chronology**  Job Task Timeline Period Completion Manage Discussion Svg Png Icon ... | | **Historical Concepts**  Cause Icons - Download Free Vector Icons | Noun Project | | | Investigation Icons - Download Free Vector Icons | Noun Project**Working Historically** | | **Communicating Historically**  Communication Icon - Free Download, PNG and Vector | |
| **Constructing the past** | **Sequencing the past** | **Change and development** | **Cause and effect** | **Significance and interpretations** | **Planning and carrying out a historical enquiry** | **Using sources as evidence** | **Using key historical terminology** | **Using key contextual terminology** |

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| **Our Topics** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Whole School** |
| **Taught throughout the year in a range of contexts** | **Download Free png Cape, charisma, costume, hero, justice, strong ...Heroes** | **Explore Icon Images, Stock Photos & Vectors | ShutterstockExplorers** | **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Roman.pngInvaders** | **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Pyramid.pngAncient Egypt** | **The Great War**  **poppy-c - Shir Libeynu**  **Ancient Greek Democracy**  **Ancient greek building icon Royalty Free Vector Image** | **Spitfire WW2 British Fighter Plane Silhouette Gift" Art Print by ...World War Two**  **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Stone henge.pngStone Age Evolution** | **Local History Project**  Community IT & Business Solutions |

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**Whole School History Progression**

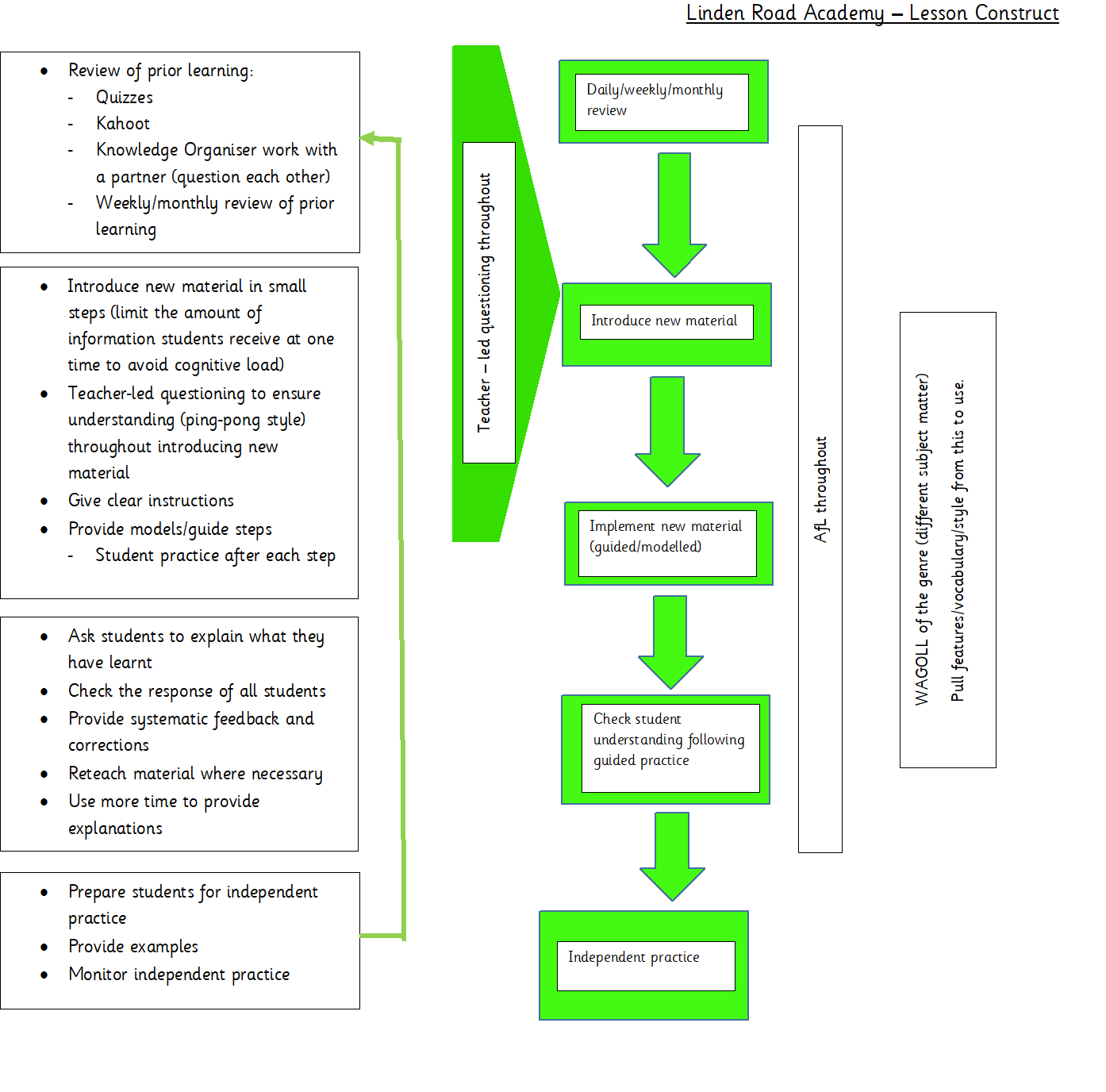
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| **Topic** | **EYFS** | **Year 1**  **Heroes**  Download Free png Cape, charisma, costume, hero, justice, strong ... | **Year 2**  Explore Icon Images, Stock Photos & Vectors | Shutterstock**Explorers** | **Year 3**  **Invaders**  **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Roman.png** | **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Pyramid.pngYear 4**  **Egyptians** | **Year 5**  **The Great War**  poppy-c - Shir Libeynu  **Ancient Greek Democracy**  Ancient greek building icon Royalty Free Vector Image.m k | **Year 6**  Spitfire WW2 British Fighter Plane Silhouette Gift" Art Print by ...**World War Two**  **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Stone henge.pngStone Age Evolution** |
| **Assessment Question** |  | Who has inspired you the most and why? | Who made the greatest discovery? | Did invaders have a positive or negative impact on Britain? Which invader had the best impact on Britain? | How was life in Ancient Egypt different to life in Ancient Britain? | What was the key factor that led to The Triple Entente winning World War One?  How has democracy developed since Ancient Greece? | To what extent was everyone affected by the events of World War Two?  To what extent was the Stone Age period the greatest evolution of man-kind? |
| **National Curriculum** | **Communication and Language**  **ELG 03: Speaking**  They use past, present and future forms accurately when talking about events that have happened or are to happen in the future  • They develop their own narratives and explanations by connecting ideas or events  **ELG 12 Shape, Space and Measure**  Children use everyday language to talk about time to compare objects, quantities and to problem solve.  **Understanding the world 2020**  ELG 13 People and communities: • Children talk about past and present events in their own lives and in the lives of family members  **Understanding the world 2021**  **Past and Present ELG**  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;- Recall some important narratives, characters and figures from the past encountered in books read in class. | Events beyond living memory that are significant nationally or globally for example:  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. | Events beyond living memory that are significant nationally or globally for example:  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. | 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  (Within South America)  A non-European society that provides contrasts with British history – Mayan civilization | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Within PSHE Democracy  Ancient Greece – a study of Greek life and achievements and their influence on the western world | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Within ‘Where did it all begin?’  Changes in Britain from the Stone Age to the Iron Age (will be moved to Y6 Next Year) |
| Job Task Timeline Period Completion Manage Discussion Svg Png Icon ...**Historical Chronology** | | | | | | | |
| **1. Constructing the past** | To understand events happened in the past.  Briefly describe features of particular themes, events and people from family and local history. | Briefly describe features of particular **themes**, **events** and people from **family**, **local**, **national** and **global history**. | Explain a range of features covering **family**, **local**, **national** and **global history** and draw a range of conclusions. | Identify details from **local**, **national**  and **global history** to demonstrate some overall awareness of **themes**, societies, **events** and people. | Describe the main **context** of particular **themes**, societies, people and **events** including some explanation. | Provide **overviews** of the most significant features of different **themes**, individuals, societies and **events** covered. | Show a detailed awareness of the **themes**, **events**, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different **dimensions** and characteristics. |
| **2. Sequencing the past** | Uses talk to sequence events on a personal level and from key events in the past using the correct tense- past, present, future.  To understand and begin to use a range to time terms. | Sequence **independently** on an **annotated timeline** a number of objects or events related to particular themes, events, periods, societies and people.  Understand securely and use a wider range of time terms. | Give a valid explanation for their sequence of objects and events on timelines or narratives they have devised.  Use more complex time terms, such as 'BCE'/'AD' and period labels and terms. | Sequence a number of the most significant **events**, objects, **themes**, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. | Sequence accurately the key **events**, objects, **themes,** societies, periods and people within and across topics confidently using key dates, period labels and terms. | Sequence with independence the key **events**, objects, **themes**, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. | Explain **independently** the sequence of key **events**, objects, **themes**, societies and people in topics covered using dates, period labels and terms accurately. |
| Cause Icons - Download Free Vector Icons | Noun Project**Historical Concepts** | | | | | | | |
| **3. Change and development** | Identify similarities, difference and changes from their past and the past of others, key events and people. | Identify **independently** a range of similarities, differences and changes within a specific **time period**. | Describe **independently** and accurately similarities, differences and changes both within and across **time periods** and topics. | Make valid statements about the main similarities, differences and changes occurring within topics. | Explain why certain changes and developments were of particular significance within topics and across **time periods**. | Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. | Compare **independently** how **typical** similarities, differences and changes were. |
| **4. Cause and effect** | Understand that things can happen for a reason and other things can happen as a result.  Identify a cause and effect for a main event covered. Explain how or why something has happened. | Identify a few relevant **causes and effects** for some of the main **events** covered. | C**omment** on a few valid c**auses and effects** relating to many of the **events** covered. | C**omment** on the importance of **causes and effects** for some of the key **events** and developments within topics. | Explain with confidence the significance of particular **causes and effects** for many of the key **events** and developments. | Explain the role and significance of different **causes and effects** of a range of **events** and developments. | Comment **independently** on the different types of **causes and effects** for most of the events covered, including longer- and shorter-term aspects. |
| **5. Significance and interpretations** | Identify and explain a key feature of an event or person showing understanding of the significance from class reading or drawing on other experiences. | Identify a range of significant aspects of a **theme**, society, period or person and offer some **comments** on why they have selected these aspects. | Provide some valid reasons for selecting an **event**, development or person as significant. | Explain why some aspects of historical accounts, **themes** or periods are significant. | Explain **independently** why a historical topic, **event** or person was distinctive or significant. | Explain reasons why particular aspects of a historical **event**, development, society or person were of particular significance. | Compare the significance of **events**, development and people across topics and **time periods**. |
|  | Explain historical **situations**, **events**, developments and individuals from more than one viewpoint. | Explain how and why it is possible to have different interpretations of the same **event** or person. | Understand and explain the nature and reasons for different interpretations in a range of topics. |
|  | C**omment** on a range of possible reasons for differences in a number of accounts. |
| Investigation Icons - Download Free Vector Icons | Noun Project**Working Historically** | | | | | | | |
| **6. Planning and carrying out a historical enquiry** | Ask questions and try to find answers to explain things that have happened | Plan questions and produce answers to a few **historical enquiries** using historical terminology. | Pose **independently** a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. | Devise **independently** a range of historically valid questions for a series of different types of enquiry and answer them with **substantiated** responses. | Devise **independently** significant **historical enquiries** to produce **substantiated** and focused responses.*.* | Reach a valid and **substantiated** conclusion to an **independently** planned and investigated enquiry with suggestions for development or improvement. | Plan and produce quality responses to a wide range of **historical enquiries** requiring the use of some **complex sources** and different forms of communication with detailed ideas on ways to develop or improve responses. |
| **7. Using sources as evidence** |  | Select information **independently** from several different types of source including written, visual and oral sources and artefacts to answer historical questions. | Critically evaluate the usefulness of sources and parts of sources to answer historical questions. | Recognise possible uses of a range of sources for answering **historical enquiries.** | C**omment** on the usefulness and reliability of a range of sources for particular enquiries. | C**omment** with confidence on the  value of a range of different types of source for enquiries, including extended enquiries. | Evaluate **independently** a range of sources for **historical enquiries** considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. |

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| **Communication Icon - Free Download, PNG and VectorCommunicating historically** | | | | | | | |
|  | EYFS | Download Free png Cape, charisma, costume, hero, justice, strong ...Year 1  **Heroes** | Explore Icon Images, Stock Photos & Vectors | ShutterstockYear 2  **Explorers** | **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Roman.png**Year 3  **Invaders** | Year 4  **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Pyramid.pngEgyptians** | **poppy-c - Shir Libeynu**Year 5  **World War one**  Ancient greek building icon Royalty Free Vector Image  **Ancient**  **Greek Democracy** | Spitfire WW2 British Fighter Plane Silhouette Gift" Art Print by ...Year 6  **World War two**  **T:\CURRICULUM\Whole School Curriculum Overview\New Year New Me\ICONS\Stone henge.png**  **Stone Age Evolution** |
| **9. General vocabulary through the age phases.** | Vocabulary associated with describing the passing of recent time.    Before, now, next, then, later, soon, young, old | General historic: a long time ago,  Recently, When my parents/carers were young….  Years, decades, centuries to describe the passing of time.  Concepts: nation and its history, Civilisation, Monarch  Parliament, Democracy, War and peace. | | Use appropriate historical vocabulary to communicate including:  Dates, Time period, Era, Change, chronology | | Use appropriate historical vocabulary to communicate including:  Dates, Time period, Era, Change, Chronology, Continuity, Century, Decade, Legacy | |
| **10. Using historical terminology** | Last week, next week, last year  Yesterday, tomorrow | Legacy, decade | Centuries, legacy | Archaeologists,  Medieval, Legacy | Historical sources, Archaeologists  c.- around, ancient, approximately  legacy | Century, Historical sources, suitable  Testable, reliable, culture  Analyse, justify, propaganda  Bias, Characteristic features | Decade, Legacies, Archaeologists  Suitable, hypothesis, testable  Reliable, culture, racial, diverse  Ethnic, Characteristic features  Analyse, justify, propaganda, bias |
| **11. Using key contextual terminology.** |  | **Florence:** Insanitary, significant  Improved, Conditions, Influential, Crimea /Crimean War  **Marie:** Radioactivity  Achievements, Diagnose  **Emily D and Emmeline P:** suffragettes, Law, Hunger strike, Democracy, Vote  **Rosa P:** activist, Segregation boycott  **Martin:** inequality, Inspiring  Discrimination, Race, Assassinated  **Mandela:** President, Racial equality, Apartheid  **Greta Thunberg** Activist, Climate change , Global warming  **Malala -** Nobel peace prize  Campaigner, Education  Human rights | **Mary Anning:** Fossil  Palaeontologist, Prehistoric  **Christopher C:** Explorer  Civilisations, Diseases  Colonised, voyage  **Neil A + Moon landing :** commander, Achievements  Breakthrough, Plaque  Exploration, Lunar  Rivals, Orbit  **Helen Sharmann**  Astronaut, Space station  **Tim Peake –** British, Astronaut, Rocket, Mission, Launch, Satellite, International Space Station  **Tim B.L**.- world wide web  Internet, Communication  Influential, Significant  **Wright brothers:** sustained  Discoveries, Ancient, Achievement, Influential  Aircraft  **Amelia Earhart** Aviator  Important legacy,  **Titanic** – Iceberg, propeller, New York, collision, survivors, lifeboat, unsinkable | **Romans:** Turmoil  Frontiers, Territory  Constitution, Dictator  Assassinated, Economy  Importing, Exporting  Prosperous, Acknowledged  Emperor, Sanitation  Resistance, Preservation  Erosion, Mosaics  Construction, Architects  **Anglo Saxons**: descendants, Conquered  Stabilit, Collapse, Chaos  Upheaval, Consequences  Independent, Allegiance  Christianisation, Pagan  Literature  **Vikings:**  Scandinavia, Explorers  Colonisation, Colonised  Evidence , Raid, Accounts  Seaborne, Navigation  Symmetrical, Reputation  Volatile, Descendants | **Ancient Egypt**  Influential, Fertile, Irrigation  Immortality, Rituals, Decipher  Canopic jars, Sarcophagus Mummy, Temples, Engineering  Architects, Commemorate, Achievements, Afterlife, Preserve  Essential, Embalmed, Eternity  Pharaoh | **World War one**  Conditions, Propaganda  Assassination, Invade, Invasion  Treaties, Armistice, Alliance  Allie, Artillery, Enemy, Conscription  Front line, No Man’s land, Trenches  Troops, Army, Navy, Cavalry  Uboat, Blockade, Neutral, Home front  Triple alliance, Triple entente, casualty, Weaponry  **Ancient Greeks**  Democracy, Citizens, Philosophy  Civilisations, Democratic, Characteristic features, Generation  Literature, Architects, Engineering | **World War Two**  Communism, Significant, Influential, Allies, Axis power, Evacuated  Evacuation, Black out, Air raid shelter, Home Guard, Propaganda, Amphibious, Blitz, Atomic, Nazi, Fascism, Holocaust  Declaration, Dispute, rationing, Persecution Racism Prejudice Nuremberg Laws Kristallnacht Concentration Camps Dictatorship Democracy Lebensraum Ration book Gas mask Air raid warden Women’s Land Army Victory Garden VE Day  **Stone Age – Evolution**  **Stone Age :**  Palaeolithic, Mesolithic, Neolithic, ancestors, Consequence, Climate  Nomadic, Communal, Identities, Density, Scavenging, Technology  Migrate, Permanent, Predators, Sophisticated, Preoccupied  Hunter gatherers, Farmers, Flint, Homo-habilis, Homo-erectus  Homosapiens  **Bronze** **Age-** societies, Trade, Custom, Hoard, States, Irrigation  Extracting, Communication, Preserved, Intricate communal  Bronze, alloy  **Iron Age** Conquest, Significant, Influential, Consequence, Fortified  Ore, Civilisations, Specialist, Efficient, Dominant, Fortifications  Inhabited, Surplus |

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| Community IT & Business Solutions**Local History** | | | | | | | | |
|  | **EYFS**  Homes | **Year 1**  What was our school like? | **Year 2**  Street Detectives- A look back at Hyde Road | **Year 3**  The role of women in the hatting industry. | **Year 4**  Crown Point north- Investigation into the past. | **Year 5**  Who was Albert Hill? (VC) | **Year 6**  Home front in Denton. |
| **12. Investigation into Local History** | Ask questions about artefacts, suggesting what they might be used for  Make accurate comparisons between modern and old objects  understand the passage of time and how things change over time | Understand some of the ways we find out about the past, and understand the importance of basing ideas on evidence.  Identify **independently** a range of similarities, differences and changes within a specific **time period**. | Identify similarities/differences between periods  Understand some of the ways we find out about the past, and understand the importance of basing ideas on evidence.  Analyse artefacts, ask questions about them and consider how they might find out the answers  Develop the skills of hypothesising, questioning and investigating to study history | Devise **independently** a range of historically valid questions for a series of different types of enquiry and answer them with **substantiated** responses.  C**omment** on the importance of **causes and effects** for some of the key **events** and developments within topics.  Recognise possible uses of a range of sources for answering **historical enquiries.** | Devise **independently** significant **historical enquiries** to produce **substantiated** and focused responses.  Sequence accurately the key **events**, objects, **themes,** societies, periods and people within and across topics confidently using key dates, period labels and terms  Explain why certain changes and developments were of particular significance within topics and across **time periods**.  Explain with confidence the significance of particular **causes and effects** for many of the key **events** and developments. | Reach a valid and **substantiated** conclusion to an **independently** planned and investigated enquiry with suggestions for development or improvement.  C**omment** with confidence on the  value of a range of different types of source for enquiries, including extended enquiries.  Explain reasons why particular aspects of a historical person were of particular significance.  Provide **overviews** of the most significant features of different **themes**, individuals, societies and **events** covered. | Plan and produce quality responses to a wide range of **historical enquiries** requiring the use of some **complex sources** and different forms of communication with detailed ideas on ways to develop or improve responses.  Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance  Construct informed responses by selecting and organising relevant historical information  Comment **independently** on the different types of **causes and effects** for most of the events covered, including longer- and shorter-term aspects. |



**History Lesson Construct**



The immersive classroom, outdoor learning and trips should be used to enhance the cultural capital and engagement of our pupils.

This construct does not mean every lesson must look the same – components of lessons can be moved and altered in duration to suit the needs of the children.

Be as creative and innovative as you like!