



Loving God in all we do

St Anne's Catholic Primary School

History Curriculum Document

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| <p>Aims</p> | <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 | | | |
| | <p>Chronology</p> | <p>Events, People and Changes</p> | <p>Interpretation, Enquiry and using sources</p> | <p>Communication</p> |
| <p>Year 1</p> | <ul style="list-style-type: none"> ▪ Recognise the distinction between past and present. ▪ Order and sequence some familiar events and objects. | <ul style="list-style-type: none"> ▪ Retell some events from beyond their living memory which are significant nationally or globally. ▪ Describe some changes within their living memory | <ul style="list-style-type: none"> ▪ Make simple observations about different people, events, beliefs and communities. ▪ Use sources to answer simple questions about the past. | <ul style="list-style-type: none"> ▪ Describe special or significant events. ▪ Retell simple stories or events from the past. ▪ Use simple historical terms. |

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| | <ul style="list-style-type: none"> Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. | (including aspects of national life where appropriate). | <ul style="list-style-type: none"> Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past. | |
| Year 2 | <ul style="list-style-type: none"> Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time. | <ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality. | <ul style="list-style-type: none"> Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events. | <ul style="list-style-type: none"> Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts. |
| Year 3 | <ul style="list-style-type: none"> Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time. | <ul style="list-style-type: none"> Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain. Demonstrate knowledge of aspects of history significant in their locality. | <ul style="list-style-type: none"> Use sources to address historically valid questions. Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist. Describe some of the ways the past can be represented. | <ul style="list-style-type: none"> Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. |
| Year 4 | <ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time. | <ul style="list-style-type: none"> Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Demonstrate knowledge of an aspect or theme in British | <ul style="list-style-type: none"> Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims. Recognise why some events happened and what happened as a result. Identify historically significant people and events in different situations. | <ul style="list-style-type: none"> Discuss significant aspects of, and connections between, different historical events. Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology. |

| | | History that extends their chronological knowledge beyond 1066. | | |
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| Year 5 | <ul style="list-style-type: none"> Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales. | <ul style="list-style-type: none"> Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. Describe key aspects of a non-European society such as the early Islamic civilisation. | <ul style="list-style-type: none"> Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry. | <ul style="list-style-type: none"> Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings. |
| Year 6 | <ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. | <ul style="list-style-type: none"> Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. | <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others. | <ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings. |