

Our Curriculum Aims

- To be brilliant learners who are curious, creative, resilient and enjoy learning
- To be brilliant at gaining knowledge and developing skills confidently that will stick with us for life

What do brilliant historians do?

Brilliant historians...

- gain a coherent knowledge and understanding of the history of their own *locality*, of Britain's past and that of the wider world.
- are curious to know more about the past and know how our actions shape the future.
- ask *perceptive questions*, find answers by *research*, using a variety of relevant resources, to draw *conclusions* and *present* their findings in a variety of ways.
- understand how the recurring themes of *monarchy*, *conflict* and *technology* have impacted on Britain throughout history
- know and understand the *cause and consequences* of people's actions and key events, their *legacy* and how their legacy has shaped Britain and the World.
- develop an awareness of the past and *chronology*, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify *similarities and differences* between ways of life in different periods.

Our History Curriculum Intent

Historical Knowledge

Historical knowledge of people, places and events is taught throughout the school in blocks divided into 'My History' including the children's own history, 'Historical Events' including The Gunpowder Plot and The Great Fire of London and 'Historical People', including Kings and Queens and Mary Seacole.

Historical Themes

The following historical themes run throughout our history curriculum to help children make links, as outlined below

					
	Monarchy	Conflict	Technology	Locality	Legacy
Reception Curriculum				• Children and their families	
Year One Curriculum	• Kings and Queens • The Gunpowder Plot	• Kings and Queens • The Gunpowder Plot	• My History • Kings and Queens	• My History	• Kings and Queens • The Gunpowder Plot
Year Two Curriculum	• Our school history • Great Fire London	• Mary Seacole	• Our school history • Great Fire of London • Mary Seacole	• Our School History	• Our school history • Great Fire of London • Mary Seacole

Historical Process Knowledge

Throughout the history topics, children learn about the chronology of events and how they fit in to wider history, about how times in history are similar and different to today and the cause and consequence of people's actions and events:

			
	Chronology	Similarities and Differences	Cause and Consequence
Reception Curriculum			
Year One Curriculum	Can order some Kings and Queens chronologically	Identify similarities and differences between their own lives and events or people they study	Recall why events happened. Recall why people did what they did.
Year Two Curriculum	Can order events in a significant person's life or an important event. Begin to order some key events from history on a time line.	Identify similarities and differences between ways of life in different periods, including their own lives.	Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of people's actions or events.

Historical Enquiry Knowledge

The children's knowledge of historical enquiry is developed throughout our curriculum to enable children to find out answers to their questions about history. The following enquiry knowledge is taught throughout our history curriculum:

				
	Questioning	Research	Drawing Conclusions	Presenting
Reception Curriculum				
Year One Curriculum	Find answers to simple questions about the past from sources of information e.g. pictures, stories and artefacts	Find answers to simple questions about the past from sources of information. Recall how things change over time.	Show knowledge and understanding about the past in different ways, e.g. role play, drawing, writing and talking	Communicate understanding using pictures and posters. Write own date of birth correctly.
Year Two Curriculum	Ask and begin to answer questions about the past, considering chronology, cause, similarities / difference e.g. When? What happened? What was it like? Why? Who was involved?	Look carefully at sources such as pictures, eye witness accounts, photos, artefacts, historic buildings or objects to find information about the past	Recall what happened, what you found out, and why this is the case. Describe findings about objects, people and events	Communicate understanding about the past in drawings, diagrams, short written paragraphs, sharing orally with an individual or an audience. Write simple stories and recounts about the past. Write some dates correctly. Communicate using most of the key vocabulary.

Our History Curriculum Intent		
Reception	Year One	Year Two
Brilliant historians in Reception will learn how to use past, present and future vocabulary with support and learn how to ask and answer questions.	Brilliant historians in Year One will learn about their own history, The Gunpowder Plot and Kings and Queens	Brilliant historians in Year Two will build upon their knowledge of local history, The Great Fire of London and Mary Seacole
My History	My History	My History
Brilliant historians in Reception will be able to talk about a significant event in their own personal history e.g. birthday The children learn about old and new toys and changes in technology overtime in the 'Into the Woods' topic.	Brilliant historians in Year One will learn about their own personal history. They will have a chronological understanding about events that have happened in their own lives. They will learn how to create a timeline of their life and create a family tree. They will use phases related to the past, present and future e.g. a long time ago, yesterday, last year, last week, earlier today, next week, tomorrow, now and later today.	Brilliant historians in Year Two will learn about the history of our school. They will ask and research questions using a range of sources e.g. videos, logbooks, photos and interviewing past pupils. They will discuss their reliability by learning the difference between primary and secondary sources. They will be able to discuss the changes within the school between then and now by plotting when they occurred onto a timeline and by creating their own poster to describe these differences. They will use phases related to the past, present and future e.g. recently, when my parents were children, years, decades, and centuries.
		
Historical Events	Historical Events	Historical Events
Brilliant historians in Reception will be able to talk about a significant event such as Neil Armstrong landing on the moon.	Brilliant historians in Year One will learn about the Gunpowder Plot and they will put it into a timeline with other key historical events. They will learn about the key individuals involved in the Gunpowder Plot and they will draw on primary and secondary sources to make fact sheets and posters.	Brilliant historians in Year Two will learn about the Great Fire of London and focus on Samuel Pepys. They will plot key dates and facts about the Great Fire of London in chronological order on a timeline. They will also use a wide range of historical vocabulary. They will research facts using a range of different sources and draw on different interpretations e.g. Samuel Pepys, Sir Christopher Wren, Thomas Farriner and King Charles II. They will discuss the similarities and differences between 17 th century London and now.
		
Historical People	Historical People	Historical People
The children focus on different significant individuals e.g. Helen Sharman, Neil Armstrong and Chris Hadfield in their 'Let's Explore' topic.	Brilliant historians in Year One will learn about our Royal Family and significant Kings and Queens from British History. They will use primary and secondary sources of evidence to ask and answer questions and order monarchs chronologically on a timeline. Children will also compare King Charles II with King Charles II, and learn about similarities and difference between life in Queen Victoria's reign with life today.	Brilliant historians in Year Two will learn about Mary Seacole. They will use primary and secondary sources to find out about her life about create a timeline of her life events. They will learn about what hospitals were like in the 1800s and compare them to hospitals today. We will look at how she is remembered today for being a significant individual.
		

Meet Some Brilliant Historians		
		
Tony Robinson has acted in many TV programmes about the past. On his 'Time Team' programme, he has helped archaeologists dig up artefacts to find out about the past	Samuel Pepys lived over 300 years ago. He lived through The Plague and The Great Fire of London. We know lots about these events because he wrote about them in his diary.	Mary Anning was a British fossil collector from Lyme Regis, England. She has been called "the greatest fossilist the world ever knew"
		
John Evelyn, born 1620, was a diarist who wrote about The Great Fire of London.	Lucy Worsley is a British historian, author and television presenter. She is Joint Chief Curator at Historic Royal Palaces.	Terence Deary is an author of over 200 books, selling over 25 million copies, best known as the writer of the Horrible Histories series.