

## Holy Trinity CE Primary Academy History Curriculum

### Curriculum Intent:

Children will find out about our world and our society.

They will explore the impact of past events on the present day.

They will find ways to express their own views and to continue on a journey of ambitious, lifelong learning.

They will use sound evidence on which to base their own decisions and views.

They will grow in reflectiveness, as they find out about other societies, past and present.

They will find out more about their own role in their community and what has led to this community (both local and wider) being as it is.

They will learn through debate and discussion how to frame their own views and how to accept those of others in a courteous and compassionate manner.

	Stonehenge	Whitehorse	Sarum	Avebury	Silbury
<b>Chronology and chronological thinking</b>	<p>Use common words and phrases related to the passing of time and have an awareness of the past.</p> <p>Understand the basic chronological framework of the historical areas that they study.</p> <p>Identify similarities and differences of ways of life at different time periods.</p> <p>Understand some of the ways we find out about the past.</p>	<p>Use a wider vocabulary of everyday historical terms.</p> <p>Have a basic understanding of timelines and be able to mark the areas of history they have studied roughly on a simple timeline.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.</p>	<p>Use specific vocabulary related to the period studied. (technical vocabulary)</p> <p>Develop chronologically secure knowledge through use of timelines.</p> <p>Recall and explain impact of historical events on present day. (Olympics/ Anglo Saxon place names/ development of towns)</p> <p>Become increasingly aware of continuity and change in their historical discussions.</p>	<p>Establish a secure chronological understanding across areas of study, noting connections and contrasts between periods studied. Make reasoned judgements about the significance of events.</p> <p>Confidently use specific vocabulary to discuss aspects of history across different areas of study.</p>	<p>Develop knowledge of chronology and awareness of world history through constructing scaled timelines which include British, European and world civilisations.</p> <p>Develop knowledge of period studied and sequence up to 10 events on a time line.</p> <p>Through discussion, show greater understanding of causation in their chronological thinking.</p>

		Identify different ways in which the past is represented.			
Range and Depth of Historical knowledge	<p>Recognise, identify, describe and observe changes within living memory, revealing aspects of change in National life ( Toys topic )</p> <p>Identify events beyond living memory that are significant nationally and globally (Sappho &amp; Pompei /Guy Fawkes/ Dinosaurs)</p> <p>Compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements ( Mary Seacole &amp; Florence Nightingale/ Queen Elizabeth I &amp; Queen Elizabeth II/ William Caxton and Tim Berners Lee)</p> <p>Recall significant historical events, people and places in their own locality (Toys Topic/ Guy Fawkes)</p>	<p>Recognise, identify, describe and observe changes within living memory, revealing aspects of change in national life (Local History/Great Explorers)</p> <p>Recall events beyond living memory that are significant nationally and globally ( WW1/ Great Fire of London/ Great Explorers/local History Study/ African History)</p> <p>Compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements ( Great Explorers topic/ Mary Anning &amp; Grace Darling/History Makers)</p> <p>Recall significant historical events, people and places in their own locality ( Local study/ History Makers)</p>	<p>Explain connections, contrasts and trends over time using appropriate history terms. (eg;history of transport/mayan civilisation/development of early british society)</p> <p>Recall significant historical events, people and places in their own locality (eg; Local study/ History Makers)</p> <p>Answer questions about change, cause, similarity and difference and impact of significant individuals/events. (eg; Rosa Parkes/local historical events/ transport revolution)</p> <p>Synthesising a variety of information to present informed opinions of periods/events.</p> <p>Develop empathy with individuals/groups from different periods of time, comparing way of life.</p>	<p>Compare and contrast different periods of history using appropriate historical vocabulary. Sequence broad periods of history.</p> <p>Ask and answer questions about historical events, artefacts and peoples with reference to other areas of study.</p> <p>Be able to place historical events on a timeline with some accuracy.</p> <p>Have an understanding of the multi-cultural nature of UK and how this came about through migration from other parts of the world at different points in history.</p>	<p>Research the chosen topic .</p> <p>Identify, locate and describe the area and regions studied.</p> <p>Describe and explain how and why particular events occurred</p> <p>Construct more detailed oral and written historical narratives which describe and explain why particular events unfolded.</p> <p>Understand the significance of an historical event.</p> <p>Apply knowledge of Black History to order events in the American Civil Rights Movement, showing awareness of causation and being able to discuss significance and perspective in the events chosen.</p>

<b>Interpretations of History and historical enquiry</b>	<p>Use primary and secondary historical artefacts to recognise, identify and observe changes over time.</p> <p>Begin to show a basic understanding of the reliability of historical resources. How reliable are paintings compared to photographs? Be able to distinguish between fact and fiction.</p>	<p>Use primary and secondary historical artefacts to reason and speculate about the past, sequence events and categorise and classify information.</p> <p>Begin to be able to select which historical resources are more reliable. How reliable are eye witness accounts? How reliable are memories? Do people always tell the same story of the same event?</p>	<p>Demonstrate understanding of differences between a period in history and the present.</p> <p>Using primary and secondary sources (eg; artefacts/ written accounts) to understand how knowledge of the past has been constructed. Develop understanding of reliability of sources.</p> <p>Comparing wider learning of historical topics to form opinions about lifestyles/ events.</p>	<p>Use a variety of sources to investigate the links between different periods of history and the modern world.</p> <p>Make judgements about the validity of sources and give reasoned explanations of these judgements.</p> <p>Through their study of history, empathise with people from the past and understand their actions in the context of their time and of the present time.</p>	<p>Evaluate the period studied and reach a judgement using evidence to justify your reasons.</p> <p>Hypothesise an outcome if an event changed.</p> <p>To evaluate historical evidence and to critique its accuracy by comparing with other available evidence.</p>

### Stonehenge History topics

**Year A** Bonfire Night/ Toys/ William Caxton & Tim Berners-Lee/ Dinosaurs / Royal family & Monarchs timeline/ Elizabeth I & Elizabeth II/ Victorian Seaside

**Year B** Bonfire Night/ Toys/ Florence Nightingale & Mary Seacole/ Romans & Pompeii

### White Horse History topics

**Year A** WWI /History Makers/ Great Fire of London / Local History / Mary Anning & Grace Darling

**Year B** History Makers/ Great Explorers/History of Kenya

KS2 History Topics

Sarum - Rosa Parks / Martin Luther King

Avebury - Windrush

Silbury - American Civil Rights movement

**Year A** Changes in Britain from Stone Age to Iron Age / The Achievements of the Early Civilisations (Egypt/Shang)

**Year B** Britain's settlement by Anglo Saxons and Scots / Viking and Anglo Saxon struggle / A non-European society (Mayan)

**Year C** Local History / British History after 1066

**Year D** Ancient Greeks / Romans