

History Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 'Under standing the World'	ELGs - Understanding the world - Past and Present: 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; Understand the past through settings, characters and events encountered in books read in class and storytelling Covered throughout the year through topics/themes and pupil interest: Family Customs and routines in the family: their history Events In their own lives: past and present which make their 'history' Change That things change in the lives of other communities and countries					
Year 1		NC COVERAGE Events beyond living memory that are significant nationally or globally. 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 ENQUIRY QUESTION Who was Guy Fawkes?		NC COVERAGE Changes within living memory (where appropriate, these should be used to reveal aspects of change in national life) ENQUIRY QUESTION How have toys changed over time?		NC COVERAGE Changes within living memory. Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality. ENQUIRY QUESTION Why were castles built? With focus to Carisbrooke Castle
Year 2	NC COVERAGE Events beyond living memory that are significant nationally or globally. 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 ENQUIRY QUESTION Why did the Great Fire of London destroy so much of London?			NC COVERAGE Changes within living memory (where appropriate, these should be used to reveal aspects of change in national life) 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 ENQUIRY QUESTION How have explorers changed the world? Exploring the legacies of: Neil Armstrong, Ernest Shackleton, Amelia Earhart	NC COVERAGE Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality. ENQUIRY QUESTION Could the Titanic disaster have been prevented? The sinking of the 'unsinkable' Titanic	
Year 3	NC COVERAGE Changes in Britain from the Stone Age to the Iron Age. ENQUIRY QUESTION: Would you prefer to live in the Stone Age, Bronze Age or the Iron Age?		NC COVERAGE The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ENQUIRY QUESTION: How much have the Egyptians shaped our lives today?			NC COVERAGE The Roman Empire and its impact on Britain. ENQUIRY QUESTION: Why were the Romans so powerful and what did they do for us?

Year 4	NC COVERAGE Britain's settlement by Anglo-Saxons and Scots ENQUIRY QUESTION: What changes did the Anglo-Saxons bring to British society?		NC COVERAGE The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ENQUIRY QUESTION: Why did the Vikings invade and settle in Britain? What effect did they have on British society?			NC COVERAGE A local history study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Local Study Life as a Victorian Child ENQUIRY QUESTION: What was life like on the Isle of Wight during Victorian times? With focus to Osbourne House, Valentine Gray, The workhouse
Year 5		NC COVERAGE A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan Civilization c. AD 900; Benin (West Africa) c. AD 900-1300 ENQUIRY QUESTION: How did the Mayan Empire end?	NC COVERAGE A study or an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 Local Study - Spanish Armadas off of the coast ENQUIRY QUESTION: What was life like during Elizabethan England? With focus to the Spanish Armadas and Francis Drake		NC COVERAGE Ancient Greece - A study of Greek life and achievements and their influence on the western world ENQUIRY QUESTION: What impact did the Ancient Greek civilisation have on the western world?	
Year 6	NC COVERAGE A study or an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the first railways or the Battle of Britain ENQUIRY QUESTION: What was the impact of WWII on the people of Britain and the Isle of Wight? With a depth focus on the Battle of Britain				NC COVERAGE This unit prepares the children for the challenges of Key Stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3. The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known. ENQUIRY QUESTION: -Unheard histories- Who should go on the banknote? Children choose their area of interest and prepare for an open table event (families invited)	

Concepts in History

Legacy, Social Class, Monarchy, Locality, Invasion and Settlement, Civilisation, Lifestyle and Culture

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Family, events and change Legacy, Social Class, Monarchy					
Year 1		Guy Fawkes Monarchy Locality Legacy		Living memory - Toys Social Class Lifestyle and Culture		Carisbrooke Castle Monarchy Locality Legacy Invasion and Settlement Social Class
Year 2	Great Fire of London Monarchy Locality Social Class Legacy Lifestyle and Culture			Explorers Legacy Locality	Titanic Locality Legacy Social Class	
Year 3	Stone Age and Iron Age Invasion and Settlement Civilisation Lifestyle and Culture		Ancient Egypt Civilisation Monarchy Legacy Lifestyle and Culture			Romans Invasion and Settlement Legacy Social Class
Year 4	Anglo Saxons Invasion and Settlement Legacy Monarchy		Vikings Invasion and Settlement Monarchy Lifestyle and Culture			Local Study - Life as a Victorian Child Locality Legacy Monarchy Lifestyle and Culture
Year 5		Mayan Civilisation Civilisation Social Class Legacy Lifestyle and Culture	What was life like during Tudor England? Locality Legacy Lifestyle and Culture		Ancient Greece Civilisation Legacy Lifestyle and Culture	
Year 6	World at War - WWII Invasion and Settlement Legacy Locality Lifestyle and Culture				Who should go on a Banknote? Monarchy Locality Legacy Social Class	

Skills and Understanding in History

Listed below, by year group, are the skills that children need to acquire in order to fully understand history and its impact today

The Four Historical Study Skills

- ❖ **Historical enquiry:** evaluating and thinking about what evidence tells us and asking questions about it
- ❖ **Chronological understanding:** putting historical events in chronological order
- ❖ **Historical interpretation:** applying learning and looking at how history can inform us about the past and about the future
- ❖ **Organisation and communication:** Looking at and evaluating evidence

Vocabulary

Foundation subjects all have Tier 3 vocabulary: that is, specific words related just to that subject (words such as sarcophagus, Boudica)

There are also words which apply to other areas of study such as question words, other study words such as inference and deduction, and words used to organise knowledge such as time-line and chronological.

Local resources

We are fortunate to have fine examples of historical sites and buildings which complement some of our areas of study such as Osbourne House, Carisbrooke Castle, Appley Tower, two Roman villas, mediaeval ruins and graveyards and Portsmouth Historic Dockyard.

We would encourage parents and carers to visit places, many of which are free of charge, to immerse children in their history.

This is a useful guide: (correct at the start of 2024)

<https://www.isleofwightguru.co.uk/historic-attractions-on-the-isle-of-wight.html>

Year 1

Knowledge and understanding of events, people and changes in the past

- ✓ Recall some facts about people/events before living memory.
- ✓ Say why people may have acted the way they did.

Historical enquiry

- ✓ Identify different ways in which the past is represented.
- ✓ Explore events, look at pictures and ask questions: "Which things are old and which are new?" or "What were people doing?"
- ✓ Look at objects from the past and ask questions: "What were they used for?"

Chronological understanding

- ✓ Understand the difference between things that happened in the past and the present.
- ✓ Use a timeline to place important events, beginning with their own life/family.
- ✓ Use words and phrases such as: *now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.*

Historical interpretation

- ✓ Look at books, videos, photographs, pictures and artefacts to find out about the past.

Organisation and communication

- ✓ Sort events or objects into groups (i.e. then and now.)
- ✓ Use timelines to order events or objects.
- ✓ Tell stories about the past.
- ✓ Talk, write and draw about things from the past.



Vocabulary

Year, decade, century, ancient, modern, long ago, timeline, date, order, similar, different, homes, houses in grandparents' time, the older generation, memories, drawing, photograph, camera, detective, artefact What...? When...? Where...? Year...?

Year 2

Knowledge and understanding of events, people and changes in the past

- ✓ Use information to describe the past.
- ✓ Describe the differences between then and now.
- ✓ Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- ✓ Recount the main events from a significant event in history.

Historical enquiry

- ✓ Identify different ways in which the past is represented.
- ✓ Ask questions about the past.
- ✓ Use a wide range of information to answer questions.

Chronological understanding

- ✓ Understand and use the words past and present when telling others about an event.
- ✓ Recount changes in my own life over time.
- ✓ Understand how to put people, events and objects in order of when they happened, using a scale the teacher has provided

Historical interpretation

- ✓ Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

Organisation and communication

- ✓ Describe objects, people or events in history.
- ✓ Use timelines to order events or objects or place significant people.
- ✓ Communicate ideas about people, objects or events from the past in speaking, writing, art, role-play, storytelling and using ICT.



Vocabulary

Anachronism, chronological order, era/period, memorial, investigation, research, evidence, Historians, experts, letters, newspapers, websites, detective, opinion, artefact, Why...? What...? When...? Where...?

Year 3

Knowledge and understanding of events, people and changes in the past

- ✓ Use evidence to describe the culture and leisure activities from the past.
- ✓ Use evidence to describe the clothes, way of life and actions of people in the past.
- ✓ Use evidence to describe buildings and their uses of people from the past.

Historical enquiry

- ✓ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to local sites of historical interest and visits to sites as evidence about the past, both physical and virtual.
- ✓ Ask questions and find answers about the past.

Chronological understanding

- ✓ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- ✓ Use a timeline to place historical events in chronological order.
- ✓ Describe dates of and order significant events from the period studied.

Historical interpretation

- ✓ Explore the idea that there are different accounts of history.

Organisation and communication

- ✓ Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT



Vocabulary

Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, Neolithic, Bronze Age, religion, Stonehenge, hill, forts, sacrifice, Britons, nomad/nomadic, Boudicca, Romans, invasion, civilization, Emperor, Caesar, republic, empire, army/soldiers, resistance, conquest, revolt, outpost, colony, Gods/Goddesses, invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests... maybe, perhaps, could be, first hand, evidence, second hand evidence, myths and legends, oral, history, museum

Year 4

Knowledge and understanding of events, people and changes in the past

- ✓ Use evidence to describe what was important to people from the past.
- ✓ Use evidence to show how the lives of rich and poor people from the past differed.
- ✓ Describe similarities and differences between people, events and artefacts studied.
- ✓ Describe how some of the things I have studied from the past affect/influence life today.

Historical enquiry

- ✓ Extend use of documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, galleries and visits to sites to collect evidence about the past.
- ✓ Ask pertinent questions and find answers about the past.

Chronological understanding

- ✓ Order significant events and dates on a timeline.
- ✓ Describe the main changes in a period in history.

Historical interpretation

- ✓ Look at different versions of the same event in history and identify differences.
- ✓ Know that people in the past represent events or ideas in a way that persuades others.

Organisation and communication

- ✓ Communicate ideas about from the past using different genres of writing, diagrams, data-handling, art, role-play, storytelling and using ICT



Vocabulary

As a year three plus..

migration, Christianity, infer, settlers, continuity, achievements, resistance, culture, consequences, archeologists

Year 5

Knowledge and understanding of events, people and changes in the past

- ✓ Choose reliable sources of information to find out about the past.
- ✓ Give your own reasons why changes may have occurred, backed up by evidence.
- ✓ Describe similarities and differences between some people, events and artefacts studied
- ✓ Describe how historical events studied affect/influence life today.
- ✓ Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical enquiry

- ✓ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- ✓ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- ✓ Investigate your own lines of enquiry by posing questions to answer.

Chronological understanding

- ✓ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- ✓ Order significant events, movements and dates on a timeline.
- ✓ Describe the main changes in a period in history.

Historical interpretation

- ✓ Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- ✓ Give reasons why there may be different accounts of history.
- ✓ Evaluate evidence to choose the most reliable forms.

Organisation and communication

- ✓ Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- ✓ Plan and present a self-directed project or research about the studied period.



Vocabulary

World War I, World War II, nation, monarchy, execution, extent of change... extent of continuity... turning point, divorce, male, heir, Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, to weigh up, both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that... this source doesn't show that... reliable could have been... might have been... maybe impact, effects, consequences, legacy, significance, impression, change, continuity, cause/s, infer, suggest, My conclusion is that.... Historian, archaeologist, archaeology

Year 6

Knowledge and understanding of events, people and changes in the past

- ✓ Choose reliable sources of information to find out about the past.
- ✓ Give reasons why changes may have occurred, backed up by evidence.
- ✓ Describe similarities and differences between some people, events and artefacts studied.
- ✓ Describe how some of the things studied from the past affect/influence life today.
- ✓ Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical enquiry

- ✓ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- ✓ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- ✓ Investigate own lines of enquiry by posing questions to answer

Chronological understanding

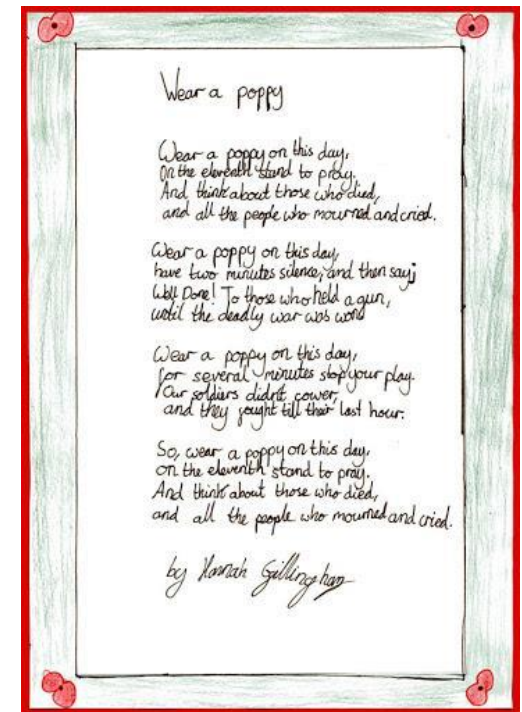
- ✓ Order significant events, movements and dates on a timeline.
- ✓ Identify and compare changes within and across different periods.
- ✓ Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Historical interpretation

- ✓ Evaluate evidence to choose the most reliable forms.
- ✓ Know that people both in the past have a point of view and that this can affect interpretation.
- ✓ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Organisation and communication

- ✓ Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- ✓ Plan and present a self-directed project or research about the studied period.



Vocabulary

As Year 5 plus...

Propaganda, reliability, the purpose of... biased, motive, impact, significance



