

# Pennine Way Primary School



## History Curriculum and Skills Plan

National Curriculum Objectives and skills

## **History Curriculum at Pennine Way**

Our History Curriculum is an action-packed expedition full of celebrations, civilisations and changes through time. Delicately uncover who we are today by understanding how the people of the past shaped our journeys. Will you be influenced, by the Egyptians, Romans, Greeks, Vikings or Saxons? Or enthralled, by those momentous historical battles and achievements? Or reflective, as we honour those traditions that make us the society we strive to be?

### **History recovery curriculum focus**

Critical content for our recovery curriculum in History has been evaluated and our priority is on based around lost and critical content needed for progression and to make links between different concepts. Throughout the early years, the core priority is children's concept of chronology in terms of their own life history, when they were born, learnt to walk, started school etc.

As pupils move into Key Stage 1, chronology is the most important strand with specific focus within British History on the relevance of studies of The Great Fire of London, Guy Fawkes and comparing the life and times of Queen Victoria and Elizabeth II. This is vital so that children will be able to refer back to these significant events in KS2. In addition, such events allow children to develop their understanding of chronological order in a way which is accessible to them.

Throughout Lower Key Stage 2, chronology has remained a key focus with emphasis on the teaching of the Romans and WWII as they are significant British events. Children will continue to develop their understanding of when events happened and how they fit into a broader timeline. We also feel recall is critical for children to develop understanding of key vocabulary and answer questions about the study of the Romans and WWII because of their local significance.

As children move into Upper Key Stage 2, our priority moves onto representation of the past with an emphasis on Anglo Saxons, Vikings and the changing power of the Monarchs. Children should have developed a sound understanding of the chronology of British history and understand where key events occurs within this. We will focus on developing pupil confidence in using sources to find and evaluate information, whilst explaining why some sources differ between historical events and why. Reasoning is also a core priority as children begin to consider why historical figures acted as they did and explain the similarities and differences between events which they have studied through the key stage.

Specific skills identified as critical content and being essential building blocks for each child's progression in their History curriculum have been **highlighted**.

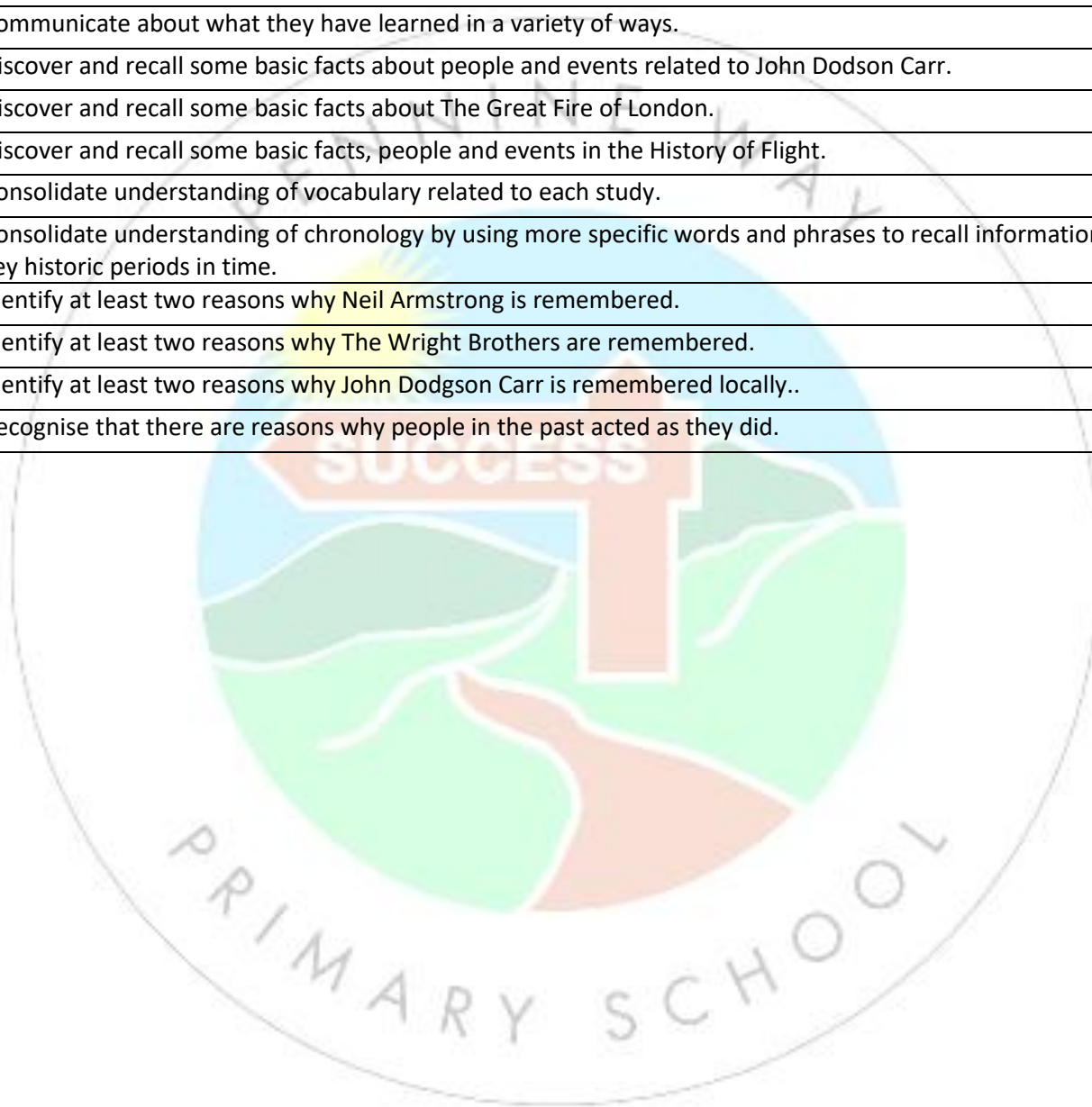
History National Curriculum Expectations Year 1			Year 1		
			Aut	Spr	Sum
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.					
Events beyond living memory that are significant nationally or globally.					
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.					
Significant historical events, people and places in their own locality.					
Chronology	Across all studies				
	H1.1	<i>Begin to ask and answer questions about the past.</i>			
	H1.2	<i>Sequence a few events in chronological order.</i>			
	H1.3	<i>Begin to use a range of vocabulary to talk about the passing of time, eg before I was born, when Queen Victoria was alive, 50 years ago, present.</i>			
	The history of Guy Fawkes and Bonfire Night				
	H1.4	<i>Sequence events related to the life of a famous person Guy Fawkes.</i>			
	Toys from Victorian time to present				
	H1.5	Sequence toys in chronological order from Victorian times to present.			
	Comparing life in the time of Queen Victoria and Queen Elizabeth.				
	H1.6	<i>Place events (Guy Fawkes, Queen Victoria, Queen Elizabeth and Victorian times) on a time line showing periods in the history of England- from furthest away to most recent.</i>			
Representation of the past	H1.7	Begin to use a range of primary and secondary sources to discover information about the past.			
	H1.8	Interpret artefacts to begin to describe similarities and differences between old and new artefacts including toys and household objects from Victorian times to present.			
	H1.9	Begin to observe or handle sources of information to answer questions about the past on the basis of simple observations- (who, what, why, how, where) about all 3 studies.			
	H1.10	Begin to identify some of the ways in which the past is represented.			
Recall	H1.11	Begin to communicate about what they have learned in a variety of ways.			
	H1.12	Discover and recall some basic facts about people, places or events related to Guy Fawkes.			
	H1.13	Discover and identify differences and similarities between toys during Victorian times and present day.			

	H1.14	Discover and identify differences and similarities between houses and household objects when Queen Victoria and Queen Elizabeth reigned.			
Reasoning	H1.15	Identify at least one reason why Guy Fawkes is remembered.			
	H1.16	Identify at least one reason why Queen Elizabeth is remembered.			
	H1.17	Identify at least one reason why Queen Victoria is remembered.			
	H1.18	Recognise simple reasons why people in the past acted as they did.			



History National Curriculum Expectations Year 2		Year 2			
		Aut	Spr	Sum	
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.					
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.					
Significant historical events, people and places in their own locality.					
Chronology	Across all studies				
	H2.1	<i>Ask and answer questions about the past.</i>			
	H2.2	<i>Sequence events in chronological order.</i>			
	H2.3	<i>Use simple words and phrases to indicate periods of time and the passing of time (before I was born, when Queen Victoria was alive, present, key dates. a long time ago, 50 years ago, 100 years ago.</i>			
	H2.4	<i>Place events (Great Fire of London, Guy Fawkes, Queen Victoria, Queen Elizabeth, John Dodgson Carr and the History of flight) on a time line showing periods in the history of England- from furthest away to most recent.</i>			
	The history of the Great Fire of London.				
	H2.5	<i>Sequence key events from the Great Fire of London.</i>			
	The History of air travel: Neil Armstrong and the Wright Brothers.				
	H2.6	Sequence significant events in the history of air travel.			
	Significant local person and place: John Dodgson Carr and Silloth.				
	H2.7	Sequence key events from the history of John Dodgson Carr in chronological order.			
	Representation of the past	H2.8	Discover historical information from a range of primary and secondary sources to begin to understand including video images and recounts of key events.		
H2.9		Interpret images to be able to describe similarities and differences between (a local seaside resort in Victorian and present times.			
H2.10		Observe or handle sources of information to answer questions about the past on the basis of simple observations- (who, what, why, how, where) about all 3 studies.			
H2.11		Identify some of the ways in which the past is represented.			
H2.12		Identify differences between present and Victorian ways of life at different times in a place in their own locality (Silloth)			

Recall	H2.13	Communicate about what they have learned in a variety of ways.			
	H2.14	Discover and recall some basic facts about people and events related to John Dodson Carr.			
	H2.15	Discover and recall some basic facts about The Great Fire of London.			
	H2.16	Discover and recall some basic facts, people and events in the History of Flight.			
	H2.17	Consolidate understanding of vocabulary related to each study.			
	H2.18	Consolidate understanding of chronology by using more specific words and phrases to recall information about key historic periods in time.			
Reasoning	H2.19	Identify at least two reasons why Neil Armstrong is remembered.			
	H2.20	Identify at least two reasons why The Wright Brothers are remembered.			
	H2.21	Identify at least two reasons why John Dodgson Carr is remembered locally..			
	H2.22	Recognise that there are reasons why people in the past acted as they did.			



History National Curriculum Expectations Year 3		Year 3			
		Aut	Spr	Sum	
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Carlisle Castle					
Changes in Britain from the Stone Age to the Iron Age.					
The Roman Empire and its impact on Britain.					
Chronology	Across all studies				
	H3.1	<i>Accurately use simple words and phrases to indicate periods of time (a long time ago, ancient) and begin to use more specific words and phrases to indicate time, talking about decades, centuries, millennium, etc.</i>			
	H3.2	<i>Consolidate understanding of key historical time periods, to accurately sequence events they have learnt about from furthest away to most recent and interpret where the studies from this year fit in.</i>			
	H3.3	<i>Reflect on key learning, beginning to use key dates related to the passing of time.</i>			
	Castles with a focus on Carlisle Castle (Strand 3)				
	H3.4	Accurately place key periods of the history of Carlisle Castle on a timeline.			
	H3.5	Interpret information about the history of Carlisle Castle to explain where it fits in relation to Queen Elizabeth, Queen Victoria and the Great Fire of London, reflecting on what evidence they know to support this chronology.			
	Changes in Britain from the Stone Age to the Iron Age. (Strand 1)				
	H3.6	Discover key information about different periods of the Stone Age using and understanding specific words, including word origin, and phrases to indicate time, prehistoric, Palaeolithic, Neolithic, Mesolithic.			
	H3.7	Interpret information about the Stone Age to the Iron Age and accurately order events from the furthest away to the most recent.			
	H3.8	Reflect on chronological knowledge of the period from the Stone Age to the Iron Age and use this knowledge to compare and contrast key periods within this time, e.g. Palaeolithic, Neolithic, Mesolithic, Stone Age, Bronze Age, Iron Age.			
	The Roman Empire and its impact on Britain. (Strand 2)				
	H3.9	<i>Order key events from the Roman invasion and its impact on Britain.</i>			
	H3.10	<i>Reflect on learning and explain the chronology of how we know whether the Romans invade Britain before or after the Stone Age-Iron Age period.</i>			
Representation of the past	H3.11	Recall at least 2 ways that we can discover information about the past.			
	H3.12	Interpret at least one source of information with confidence to discover new information about different periods in time.			

	H3.13	Discover new information by asking more in-depth questions to develop their understanding of each study.			
	H3.14	Interpret facts learnt from a range of primary and secondary sources to justify answers to questions (who, what, why, how, where) about The Stone Age to The Iron Age, Roman Times and the study of Carlisle Castle.			
	H3.15	Discover key similarities and differences between different periods of the Stone Age and Iron Age using different sources of information.			
	H3.16	Evaluate primary and secondary sources of information from the Stone Age and Roman Times to interpret key knowledge about each period in time and explain how the sources vary between each the two time periods.			
Recall	H3.17	<i>Consolidate understanding of vocabulary related to each study.</i>			
	H3.18	<i>Consolidate understanding of chronology by using more specific words and phrases to recall information about key historic periods in time.</i>			
	H3.19	Discover and recall key information and some of the main events, people and changes in Carlisle when Carlisle Castle was built.			
	H3.20	Discover and recall key information and some of the main events, people and changes in Britain from the Stone Age to the Iron Age.			
	H3.21	<i>Discover and recall key information and some of the main events, people and changes in Britain during the Roman Times.</i>			
Reasoning	H3.22	Explain some reasons why people in the past acted as they did.			
	H3.23	Identify and explain the impact of and reasons for similarities and differences in how Carlisle Castle has evolved over time.			
	H3.24	Identify and explain the impact of and reasons for similarities and differences in Britain during the Stone Age, Bronze Age and Iron Age.			
	H3.25	Summarise reasons for, and results of, the main changes in the purpose and use of Carlisle Castle.			
	H3.26	Summarise reasons for, and results of, the main events and changes in Britain after The Roman Invasion.			
	H3.27	Summarise reasons for, and results of, the main events and changes in Britain after The Iron Age.			



History National Curriculum Expectations Year 4		Year 3			
		Aut	Spr	Sum	
A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World War II					
A local history study: An in-depth study of the Romans in our local area.					
The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.					
Chronology	Across all studies				
	H4.1	<i>Accurately use simple words and phrases to indicate periods of time (a long time ago, ancient) and use more specific words and phrases to indicate time, talking about decades, centuries, millennium, etc.</i>			
	H4.2	<i>Consolidate understanding of key historical time periods, to accurately sequence events they have learnt about from furthest away to most recent and interpret where the studies from this year fit in.</i>			
	H4.3	<i>Reflect on key learning, using more specific words and phrases and key dates related to the passing of time.</i>			
	A Study of World War II (Strand 3)				
	H4.4	<i>Accurately place key events within WWII on a timeline.</i>			
	H4.5	<i>Interpret information about WWII to explain where it fits in relation the history of Carlisle Castle, reflecting on what evidence they know to support this chronology.</i>			
	H4.6	<i>Reflect on chronological knowledge of WWII and use this knowledge to compare and contrast pre and post WWII British life.</i>			
	An in-depth study of the Romans in our local area. (Strand 2)				
	H4.7	Discover key information about Romans with Carlisle and Cumbria, using and understanding specific words, including word origin, and phrases to indicate time to place this period of time within the broader study of the Roman invasion on Britain study from last year.			
	H4.8	Interpret information about the Romans in our local area and accurately order events from the furthest away to the most recent.			
The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. (Strand 1)					
H4.9	Order key achievements from the earliest civilizations and ancient civilisations on a timeline.				
H4.10	Reflect on learning and explain the chronology of how we know whether the Ancient Egyptians came before or after the Stone Age-Iron Age period.				
Representation	H4.11	Recall at least 3 ways that we can discover information about the past.			

of the past	H4.12	Interpret at least one primary source and one secondary source of information with confidence to discover new information about different periods in time.			
	H4.13	Discover new information by asking more in-depth questions to develop their understanding of each study.			
	H4.14	Interpret facts learnt from a range of primary and secondary sources to justify answers to questions (who, what, why, how, where) about Ancient Egypt, Roman Times and WWII.			
	H4.15	Evaluate primary and secondary sources of information from the Ancient Civilisations studied and the Roman Times to interpret key knowledge about each period in time and explain how the sources vary between each.			
	H4.16	Evaluate primary and secondary sources of information from WWII to interpret key knowledge about this period in time and explain how the sources vary from those about Carlisle Castle.			
	H4.17	Discover key similarities and differences between different Ancient Civilisations using different sources of information and explain how primary and secondary sources available vary between them.			
Recall	H4.18	<i>Consolidate understanding of vocabulary related to each study.</i>			
	H4.19	<i>Consolidate understanding of chronology by using specific words and phrases to recall information about key historic periods in time.</i>			
	H4.20	<i>Discover and recall key information and some of the main events, people and changes in Britain during WWII.</i>			
	H4.21	Discover and recall key information and some of the main events, people and changes in our local area during the Roman Times.			
	H4.22	Discover and recall key information and some of the main events, people and changes during the earliest civilisations and key achievements of the earliest civilisations.			
Reasoning	H4.23	Understand some of the reasons why people in the past acted as they did.			
	H4.24	Identify and explain the impact of and reasons for similarities and differences in Carlisle and surrounding areas during the Roman Times and WWII.			
	H4.25	Identify and explain the impact of and reasons for similarities and differences in The Stone Age and Ancient Egypt.			
	H4.26	Summarise reasons for, and results of, the main events and changes in Carlisle throughout the Roman Times.			
	H4.27	Summarise reasons for, and results of, the main events and changes in Britain after WWII.			

History National Curriculum Expectations Year 5		Year 3		
		Aut	Spr	Sum
Britain's settlement by Anglo-Saxons and Scots.				
A non-European society that provides contrasts with British history: A study of Baghdad c. AD 900.				
Ancient Greece: a study of Greek life and achievements and their influence on the western world.				
Chronology	Across all studies			
	H5.1	Accurately use words and phrases to indicate periods of time (a long time ago, ancient) and use specific words and phrases to indicate time, talking about decades, centuries, millennium, etc.		
	H5.2	Consolidate understanding of key historical time periods, to accurately sequence events they have learnt about from furthest away to most recent and interpret where the studies from this year fit in.		
	H5.3	Apply chronological understanding to draw own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of History.		
	H5.4	Reflect on key learning, using specific words and phrases and key dates related to the passing of time.		
	Britain's settlement by Anglo-Saxons and Scots. (Strand 2)			
	H5.5	Discover key information about, using and understanding specific words, including word origin, and phrases to indicate time to place key events within Britain's settlement by Anglo-Saxons and Scots.		
	H5.6	Interpret information about Britain's settlement by Anglo-Saxons and Scots to explain where it fits in relation to WWII, Roman invasion of our local area and Ancient Egyptians, reflecting on what evidence they know to support this chronology.		
	H5.7	Reflect on chronological knowledge of Britain's settlement by Anglo-Saxons and Scots and use this knowledge to compare and contrast British life pre and post Anglo-Saxon invasion.		
	A study of Baghdad c. AD 900. (Strand 2- Non-European contrast)			
	H5.8	Accurately place key events within the study of Baghdad on a timeline discuss what events in British History occurred around the same time.		
	H5.9	Interpret information about Baghdad in 900 AD to accurately order events chronologically on a timeline.		
	Ancient Greece: a study of Greek life and achievements and their influence on the western world. (Strand 1)			
	H5.10	Order key achievements from Ancient Greece that have influenced the Western World on a timeline.		
H5.11	Reflect on learning and explain the chronology of how we know whether the Ancient Greeks were before or after The Stone Age, Ancient Egyptians and other Ancient civilisations.			
Representation	H5.12	<i>Interpret a range of primary and secondary sources of information and begin to select which information to</i>		

of the past		<i>include in responses.</i>			
	H5.13	<i>Interpret facts learnt from primary and secondary sources and organise information purposefully when asking and answering questions about Ancient Greece, Baghdad c.900AD and Britain's settlement by Anglo-Saxons and Scots.</i>			
	H5.14	Evaluate primary and secondary sources of information from Ancient Greece to interpret key knowledge about this period in time and explain how the sources vary from those about other Early Civilisations.			
	H5.15	<i>Evaluate primary and secondary sources of information about Britain's settlement by Anglo-Saxons and Scots to interpret key knowledge about this period in time and explain how the sources vary from those about The Romans.</i>			
	H5.16	Discover key similarities and differences between Baghdad c.900AD and Britain's settlement by Anglo-Saxons and Scots by using different sources of information and explain how primary and secondary sources available vary.			
	H5.17	Discover key similarities and differences between Baghdad c.900AD and the Anglo-Saxons using different sources of information and explain how primary and secondary sources available vary between those available.			
	H5.18	Discover key similarities and differences between Ancient Greece using different sources of information and explain how primary and secondary sources available vary between them and other Ancient Civilisations			
Recall	H5.19	Consolidate understanding of vocabulary related to each study.			
	H5.20	Consolidate understanding of chronology by using specific words, phrases and names, to recall information about key historic periods in time.			
	H5.21	Discover and recall key information and some of the main events, people and changes within Britain during the settlement of Anglo-Saxons and Scots.			
	H5.22	Discover and recall key information and some of the main events, people and changes in Baghdad c.900AD and compare and contrast between the study of the Anglo Saxons during the same period of time.			
	H5.23	Discover and recall key information and some of the main events, people and changes, with a focus on their main achievements which influence the modern world, during the time of the Ancient Greeks.			
Reasoning	H5.24	<i>Explain reasons why people in the past acted as they did.</i>			
	H5.25	Identify and explain the impact of and reasons for similarities and differences in Britain during the settlement of the Anglo-Saxons and Scots and the Roman Times.			
	H5.26	Identify and explain the impact of and reasons for similarities and differences in Ancient Greece and Ancient Egypt.			
	H5.27	Summarise reasons for, and results of, the main events and changes in Baghdad and how this compares to the changes in Britain during the settlement of the Anglo-Saxons.			
	H5.28	<i>Summarise reasons for, and results of, the main events and changes in Britain after the Anglo-Saxons.</i>			

History National Curriculum Expectations Year 6		Year 3			
		Aut	Spr	Sum	
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.					
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The changing power of monarchs, using case studies such as William II, Henry VIII, Victoria and Elizabeth II.					
Chronology	Across all studies				
	H6.1	Accurately use a wide range of words and phrases confidently to indicate periods of time and to indicate time, talking about decades, centuries, millennium, prehistoric, AD, BC etc.			
	H6.2	Consolidate understanding of key historical time periods, to accurately sequence events they have learnt about from furthest away to most recent and interpret where the studies from this year fit in.			
	H6.3	Apply chronological understanding to draw own timeline, deciding on accurate intervals and adding to it as they learn about new periods of History.			
	H6.4	Reflect on key learning, using specific words and phrases and key dates related to the passing of time.			
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.				
	H6.5	Discover key information about, using and understanding specific words, including word origin, and phrases to indicate time to place key events within The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.			
	H6.6	Interpret information about The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor to explain where it fits in relation to the Scots and Roman times, reflecting on what evidence they know to support this chronology.			
	H6.7	Reflect on chronological knowledge of The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and use this knowledge to compare and contrast British life, pre and post Viking invasion.			
	The changing power of monarchs, using case studies such as William II, Henry VIII, Victoria and Elizabeth II.				
	H6.8	Interpret information about a range of case studies to accurately order the changing power of the monarch's chronologically on a timeline.			
	H6.9	Reflect on learning and explain the chronology of each monarch studied in relation to other British and local History studies (Romans, Anglo Saxons, Carlisle Castle, WWII, Vikings).			
Representation of the past	H6.10	<i>Interpret a wide range of primary and secondary sources of information to purposefully select which information to include in responses.</i>			

	H6.11	<i>Interpret facts learnt from primary and secondary sources and organise information purposefully when asking and answering questions about each monarch studied and The Viking and Anglo-Saxon struggle for the Kingdom of England.</i>			
	H6.12	<i>Challenge sources, question the validity of them and whether they have been created for propaganda.</i>			
	H6.13	<i>Evaluate primary and secondary sources of information about the different monarchs to interpret key knowledge about each period in time and explain how the sources vary between the monarchs.</i>			
	H6.14	<i>Evaluate primary and secondary sources of information about Britain's Viking invasion to interpret key knowledge about this period in time and explain how the sources vary from those about the Anglo-Saxons and Scots.</i>			
	H6.15	<i>Discover key similarities and differences between the Vikings and Britain's settlement by Anglo-Saxons and Scots by using different sources of information and explain how primary and secondary sources available vary.</i>			
	H6.16	<i>Discover key similarities and differences between the monarchs, using different sources of information and explain how primary and secondary sources available vary between those available.</i>			
Recall	H6.17	Consolidate understanding of vocabulary related to each study.			
	H6.18	Consolidate understanding of chronology by using specific words and phrases to confidently recall information about key historic periods in time.			
	H6.19	Discover and recall key information and some of the main events, people and changes during Britain's invasion by the Vikings.			
	H6.20	Discover and recall key information and some of the main events, people and changes in the changing power of the monarchs, including specific. Information about each monarch studied.			
Reasoning	H6.21	<i>Recognise that there are reasons why people in the past acted as they did.</i>			
	H6.22	<i>Identify and explain the impact of and reasons for similarities and differences in Britain during the invasion of the Vikings and the settlement of the Anglo-Saxons and Scots and the Roman Times.</i>			
	H6.23	<i>Identify and explain the impact of and reasons for similarities and differences between the life of each of the monarchs studied.</i>			
	H6.24	<i>Summarise reasons for, and results of, the main events and changes in Britain after the Viking invasion.</i>			
	H6.25	<i>Summarise reasons for, and results of, the main events and changes throughout the changing of the monarchs.</i>			