



HISTORY

SUBJECT INTENT



Our Curriculum Map

	Cycle A				Cycle B			
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does History look like at Downlands?



Volume of content:

1. Each mixed-age class will complete **three** history units per year (one half term each, alternating with geography).
2. Each unit will be at least **five** lessons.

Subject delivery:

1. Every unit of learning will be marked in a pupil's humanities book with a **title page**.
2. Each lesson will have evidence recorded in pupils' books (if this is a purely practical lesson, there should be photos taken and stuck in books, with a individual reflection written by pupils afterwards).
3. Each lesson will contain a form of retrieval practice. This could be to either the previous lesson's learning, or to a prior unit.
4. Date and learning objective (to be written in an 'I can' form) for each lesson.
5. Summative assessment will be (but not exclusively) in the form of an end-of-unit quiz, creation of a knowledge organiser, or an extended piece of writing.

History – progression of skills (disciplinary knowledge)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Knowledge of past events	Can describe features of the recent past (e.g. can talk about how they have changed since they were a baby).	Can describe features of events and people from local, national and global history (e.g. retell the story of the Gunpowder Plot).	Can describe and begin to link details from several themes, events and talk about some of significant people they have studied (e.g. can compare the life of people in the Bronze age and Ancient Egypt).	Can compare societies and themes from world history showing a good knowledge of all the periods studied (e.g. can describe and compare different the forms of government they have learned about) Can retell the narrative and describe some of the details of British history from the earliest times to 1066.
Chronology (Sequencing the past)	Can talk about that things have happened in the recent past.	Can use a number of everyday time terms. Can understand, construct and use a simple timeline to organise events in the past.	Can use a timeline to sequence events and historical periods. Can understand more complex terms such as BC/AD and words and phrases relating to the passage of time including last century, decade.	Can use a timeline to name and place dates of significant events and several historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.
Change - cause and effect / consequence	Can talk about how things have changed within living memory.	Can identify a few similarities, differences and changes within a particular topic (e.g. similarities between the Great Fires of London and Blandford).	Can identify a range of similarities, differences and changes within a specific time period and explain why they happened (e.g. can describe the different periods of the Stone Age and explain why things changed).	Can identify significant changes within topics and across time periods . Can identify the cause and effect of a range of events (e.g. can give different causes for the rise and fall of the civilisations they have studied).
Significance and legacy	Can recognise and describe special events for family and friends.	Can give several reasons why a person or event is significant (e.g. why we learn about Grace Darling / Guy Fawkes).	Can explain why some aspects of history are significant (e.g. why Ancient Egyptians achievements were significant).	Can describe, explain and compare the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of the Ancient Greeks).
Interpretation of evidence / perspective	n/a	Can use different sources to learn about the past. Know that some people have different opinions.	Can provide a range of reason as to why accounts of the same event might different (e.g. explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgments).	Can understand and explain the nature, reasons and different viewpoints for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Boudicca's battle with the Romans)
Enquiry	Can show curiosity about the past.	Can ask and answer a few valid questions (e.g. can ask a few questions about explorers, locate relevant information and communicate the answers as sentences.	Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.	Can reach a valid conclusion based on devising and answering questions to a historical enquiry (e.g. investigate the archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions).
Using sources as evidence	Can use their senses to investigate and show curiosity about the past.	Can extract information from several different sources (written, visual, oral and artefacts).	Can recognise possible uses of a range of sources for answering historical enquiries.	Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources).

History – EYFS Starting Points



		EYFS = ELG	FS2	Vocabulary
Cycle A	Autumn	Understanding the World	What are the meanings of traditional nursery rhymes? eg language/words/phrases used. Who was Guy Fawkes?	today, yesterday, tomorrow, the present, the future, day, week, month, long ago, old, new, memory, remember, change, crown, king, queen, princes, princess, power, robes, throne Concepts: Change, Sources
	Spring	Early Learning Goal - Past and Present	What was the Titanic? Who are the Royal Family?	
	Summer	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.	What was the circus like in the past and what is it like now?	
Cycle B	Autumn	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.	What are the meanings of traditional nursery rhymes? eg language/words/phrases used. Who was Guy Fawkes?	
	Spring		What was the Titanic? Who are the Royal Family?	
	Summer		What are shipwrecks? Why were there pirates in the past?	

History – curriculum map – KS1 – cycle A



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 2			Spring 1		Summer 1
Unit	Darling, put the fire out!			A toy story!		On the road again!
Skills (disciplinary knowledge)	<p>Can describe features of events and people from local, national and global history.</p> <p>Can give several reasons why a person or event is significant.</p> <p>Can use different sources to learn about the past. Know that some people have different opinions.</p> <p>Can ask and answer a few valid questions.</p> <p>Can extract information from several different sources.</p>			<p>Can use a number of everyday time terms.</p> <p>Can understand, construct and use a simple timeline to organise events in the past.</p> <p>Can identify a few similarities, differences and changes within a particular topic.</p> <p>Can give several reasons why a person or event is significant.</p> <p>Can use different sources to learn about the past. Know that some people have different opinions.</p> <p>Can ask and answer a few valid questions.</p> <p>Can extract information from several different sources.</p>		<p>Can describe features of events and people from local, national and global history.</p> <p>Can use a number of everyday time terms.</p> <p>Can identify a few similarities, differences and changes within a particular topic.</p> <p>Can give several reasons why a person or event is significant.</p> <p>Can ask and answer a few valid questions.</p> <p>Can extract information from several different sources.</p>
Knowledge (substantive knowledge)	In this unit, pupils will consider what it means for somebody to be a great 'history maker', before exploring the lives of Grace Darling and Guy Fawkes.			In this unit, pupils will look at how history has been divided into sections, before focussing on the 1960s. They will look at how toys have changed since then, and how to play with toys safely now. They will also talk to adults about their experiences of the 1960s.		In this unit, pupils will learn about the lives and achievements of famous explorers: Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong. They will then consider what it takes to be a great explorer and whether or not they could one day be one themselves.
Learning Objectives	<p>Adapted from Collins scheme, What makes a great history maker:</p> <ol style="list-style-type: none"> 1. What does it mean for someone to 'make history'? 2. What is Grace Darling remembered for? 3. What can we learn from Grace Darling's example? 4. Why do we celebrate bonfire night? 			<p>Adapted from Collins scheme, How do favourite toys of today compare with those of the past:</p> <ol style="list-style-type: none"> 1. Why do historians divide up time? 2. What do people remember about the 1960s? 3. How do the most popular toys and games of the 1960s compare with those of today? 4. Why were there no smart toys and games in the 1960s? 5. How can we make sure we play with smart toys and games safely and securely? 6. What do adults I know remember about the 1960s? 		<p>Taken from Collins scheme, What does it take to be a great explorer:</p> <ol style="list-style-type: none"> 1. Why is Ranulph Fiennes in the Guinness World Records? 2. How do Amy Johnson's achievements compare with those of Ranulph? 3. Why did Christopher Columbus sail across an unknown ocean? 4. Why was Neil Armstrong's small step also 'a great leap' forward? 5. Are you the kind of person who could become a Mars explorer?
Vocabulary	Guy Fawkes, Gun Powder, Houses of Parliament, Catholic, Protestant. Gun Powder, barrels. Grace Darling, William Darling, Longstone survivors, rescue, heroine, storm, medal, foundered.			continuity, change, decade, century, millennium, introduced, order, sequence		expedition, explore, explorer, North Pole, South Pole Mount Everest, pioneer, pilot, navigator, astronaut, Apollo 11

History – curriculum map – LKS2 – cycle A



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 1		Spring 1		Summer 1	
Unit	Sticks and stones		Bronze ain't bad!		I've got my iron you	
Skills (disciplinary knowledge)	<p>Can use a timeline to sequence events and historical periods.</p> <p>Can identify a range of similarities, differences and changes within a specific time period and explain why they happened.</p> <p>Can explain why some aspects of history are significant.</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p> <p>Recognise possible uses of a range of sources for answering historical enquiries.</p>		<p>Can understand more complex terms such as BC/AD and words and phrases relating to the passage of time including last century, decade.</p> <p>Can explain why some aspects of history are significant.</p> <p>Can provide a range of reason as to why accounts of the same event might different.</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p> <p>Recognise possible uses of a range of sources for answering historical enquiries.</p>		<p>Can describe and begin to link details from several themes, events and talk about some of significant people they have studied.</p> <p>Can provide a range of reason as to why accounts of the same event might different.</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p> <p>Recognise possible uses of a range of sources for answering historical enquiries.</p>	
Knowledge (substantive knowledge)	In this unit, pupils will develop an understanding of how the lives of Britons changed during the Stone Age. They will be looking at what their lives were like and what they believed in.		In this unit, pupils will aim to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. Additionally, they will explore the significance of monuments.		In his unit, pupils will identify the common features of hill forts and investigate what they might have looked like. They will also look at evidence of Iron Age life before finally taking a step back to view the progression from Stone Age to Bronze Age to Iron Age.	
Learning Objectives	<p>Taken from Collins scheme, How did the lives of ancient Britons change during the Stone Age:</p> <ol style="list-style-type: none"> How do people often imagine the Stone Age to be like? Who left their footprints on the beach and what were they doing there? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons spend most of their time living in camps rather than in caves? Why was the Red Lady of Paviland so important? How were people living in Britain at the end of the Stone Age compared with the beginning? 		<p>Taken from Collins scheme: What is the secret of the standing stones?</p> <ol style="list-style-type: none"> Why did the Stone Age come to an end about six thousand years ago? Why was the Amesbury Archer so important? Why do people build monuments? Why did Bronze Age people build monuments at Merrivale? Who was buried in the cist at Merrivale? 		<p>Adapted from Collins scheme: How do artefacts help us understand the lives of people in Iron Age Britain?</p> <ol style="list-style-type: none"> How can we recognise Iron Age hill forts today? What might hill forts have looked like when they were first built? How do we know that life wasn't always very peaceful in the Iron Age? What were stators and how did Iron Age people use them? Why have so many wonderful Iron Age artefacts been found underwater? (Not from Collins) How did Britain change from the start of the Stone Age to the end of the Iron Age? 	
Vocabulary	Stone Age, cave, chronological, archaeologist, evidence, excavation, monument, ancient, worship, change		Bronze Age, smelting, manufacture, artefacts, progress, monument, Merrivale, craft, cist		Iron Age, hill fort, constructed, decay, plateau, reconstruction,	

History – curriculum map – UKS2 – cycle A



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 1		Spring 1		Summer 1	
Unit	Hurry up, you've Benin there a while!		What did the Romans do for us?		Mirror, Royal Signal, Manoeuvre	
Skills (disciplinary knowledge)	<p>Can compare societies and themes from world history showing a good knowledge of all the periods studied.</p> <p>Can use a timeline to name and place dates of significant events and several historical periods.</p> <p>Can identify significant changes within topics and across time periods.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered.</p> <p>Can accept and reject sources based on valid criteria when carrying out particular enquiries.</p>		<p>Can retell the narrative and describe some of the details of British history from the earliest times to 1066.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Can identify significant changes within topics and across time periods.</p> <p>Can identify the cause and effect of a range of events.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered.</p> <p>Can understand and explain the nature, reasons and different viewpoints for different interpretations in a range of topics.</p> <p>Can reach a valid conclusion based on devising and answering questions to a historical enquiry.</p>		<p>Can use a timeline to name and place dates of significant events and several historical periods.</p> <p>Can identify significant changes within topics and across time periods.</p> <p>Can identify the cause and effect of a range of events.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered.</p> <p>Can reach a valid conclusion based on devising and answering questions to a historical enquiry.</p>	
Knowledge (substantive knowledge)	In this unit, pupils will explore how the Benin Kingdom developed over time, the beliefs of the Benin people and their lives. They will also learn the story of how the first Oba came to be, and why the Kingdom of Benin ended.		In this unit, pupils will gain an understanding of why the Romans invaded Britain, the challenges they faced to keep control of it, as well as the legacy they left behind (for example roads, hygiene, Hadrian's wall, food, religion, etc).		In this unit, pupils will study the history of Blandford Camp (local study). We will look at why it was built, how it has changed and who the significant people are in its history. We will also go on a trip to the Royal Signals Museum.	
Learning Objectives	<p>Taken from twinkl:</p> <ol style="list-style-type: none"> How did the kingdom of Benin develop? What did the people of Benin believe in? Why did Benin's sculptures surprise the people who discovered them? How did Eweka become the Oba of the Benin Kingdom? What do different sources of evidence teach us about Benin culture? Why did the kingdom of Benin become so powerful and how did it end? 		<p>Taken from Collins scheme (LKS2), How did the arrival of the Romans change Britain:</p> <ol style="list-style-type: none"> Why did Emperor Claudius invade Britain? Why did the Romans almost lose control of Britain? Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? Why were Claudia and Lepidina living at Vindolanda? How do we know so much about the towns the Romans built in Britain? Why did the Romans organise gladiatorial games? <p>Extra (replace a previous lesson):</p> <ol style="list-style-type: none"> How did the Romans influence our food? 		<ol style="list-style-type: none"> What was here before Blandford Camp? Why and when was Blandford Camp built? How has Blandford Camp changed over time? How has Blandford Camp been historically significant? Who are significant figures from the history of Blandford Camp? <p>TRIP TO ROYAL SIGNALS MUSEUM.</p>	
Vocabulary	Obiso, Oba, Edo, Nigeria, Igodomigodo, Africa, sacrifice, reincarnation, animist, heir, foreign, punitive		Roman Empire, invasion, Claudius, amphitheatre, Boudicca, Icenii, plundered, legionnaires, ambush		Blandford, Royal Corps of Signals, racecourse, military, telegraph, Royal Naval Division, POW, memorial	