

St Andrew's 2014 Curriculum Framework – History

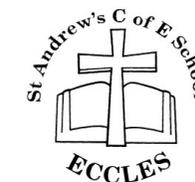
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

	Autumn	Spring	Summer
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Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1/2	<p style="text-align: center;">Places People Go-A <i>Holidays in the past</i> <i>Explorers</i> <i>Clothes in the past</i></p> <p>To know how to use a timeline to order things that happened in the past</p> <p>To know some changes happened within living memory. Where appropriate, these should be used to reveal aspects of change in national life eg trains encouraged people to go to the coast on holiday, then aeroplanes encouraged people to go abroad on holiday</p> <p>To be able to talk or write about the differences between things from the past and how they look now</p>	<p style="text-align: center;">Build It Up-A <i>Homes in the past</i></p> <p>To know how to use a timeline to order things that happened in the past</p> <p>To know some changes happened within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	Animal Kingdom-A
Year 1/2	<p style="text-align: center;">How are You?-B <i>Great Plague</i> <i>Florence Nightingale/Mary Seacole</i></p> <p>To be able to use a timeline to order things that happened in the past</p>	<p style="text-align: center;">Let's Play! (Toys)-B <i>Toys in the past</i></p> <p>To be able to use a timeline to order things that happened in the past</p> <p>To know some changes happened within living</p>	Flowers and Insects-B

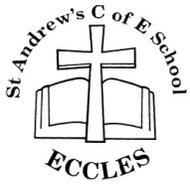


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	<p>To know the key events in the lives of significant individuals (Mary Seacole) who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>To be able to recount the life of a famous person (Mary Seacole) with some interesting facts</p> <p>To be able to sequence events from a famous persons life</p> <p>To know and talk about some events beyond living memory and that these events changed our way of life forever eg medical practices, standard of hygiene etc</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>memory. Where appropriate, these should be used to reveal aspects of change in national life eg...?</p> <p>To be able to find out about t the past by looking carefully at evidence and asking and answering questions</p>	
<p>Key Stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>			
<p>Year 3/4</p>	<p>Active Planet Volcanoes and earthquakes-A The Roman Empire To be able to use a timeline to order historical periods</p>	<p>Saving the World Rainforests-A Mayans To know how to use a timeline to order historical periods</p>	<p>Do you Live Around Here?-A</p>

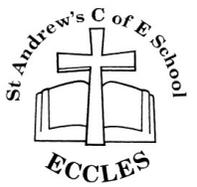
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	<p>To be able to use information to ask and answer questions about the past (infer and deduce)</p> <p>To have a growing understanding of the impact of Roman Empire on the lives and landscape of the British people and the British Isles. This could include:</p> <ul style="list-style-type: none"> ▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, e.g. Boudica ▪ "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>To be able to look at different points of view about historical events eg the view of Britons about Roman invasion and the view of the Romans</p> <p>To have a growing understanding of the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind eg expanding the Roman Empire 'too far' to include GB (because of the richness of the land and gold to be found in the British Isles) and how the Romans had to eventually let the land go. This links with countries today invading others for resources such as oil</p> <p>To gain and deploy a historically-grounded understanding of abstract terms such as 'empire',</p>	<p>To be able to use information to ask and answer questions about the past (infer and deduce)</p> <p>To be able to compare and Contrast societies- the Mayan society with British Society at that time History</p> <p>To know that the lives of people in historical periods were not all the same.</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>To be able to use information to ask and answer questions about the past (infer and deduce)</p> <p>To be able to understand the beliefs of ancient civilisations and link these to their actions</p>	
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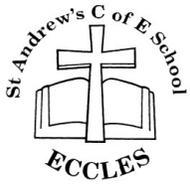
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	<p>'civilisation', 'parliament' and 'peasantry'</p> <p>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales eg trade routes established throughout the Roman empire and how this impacted upon the lives of people all around the world</p>		
<p>Year 3/4</p>	<p>Airports-B Ancient Egypt</p> <p>To be able to use a timeline to order historical periods and use dates and terms accurately</p> <p>To be able to use information to ask and answer questions about the past (infer and deduce)</p> <p>To know the lives of people in the historical setting were not all the same.</p> <p>To have a growing understanding of the achievements of the Ancient Egyptians – an overview of where and when the civilizations appeared</p> <p>To know and understand significant aspects of the history of the wider world ie the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies eg Pharaoh who was a God worshipped by his people, achievements and follies of mankind eg the battles and war to acquire land (as seen in the Roman empire and today when countries invade others for oil and wealth)</p> <p>To be able to compare and contrast aspects of the past with aspects of today.</p>	<p>The Story of Chocolate-B</p>	<p>Time and Place-B Anglo Saxons/Vikings</p> <p>To know how to use a timeline to order historical periods and can use dates and terms accurately</p> <p>To be able to use information to ask and answer questions about the past (infer and deduce)</p> <p>To have a growing understanding of how and why people the Angles, Saxons, Picts and Scots settled in the British Isles. This could include:</p> <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne <p>To have a growing understanding of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England



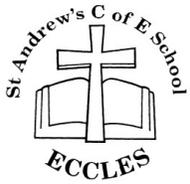
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	<p>To be able to consider interpretations of an event by looking at other information, knowing that some information is more reliable. Eg 2 contrasting accounts of a battle involving Ramases the Great and who won it (Egyptians or Hittites)</p> <p>To be able to understand the beliefs of ancient civilisations and link these to their actions</p> <p>To be able to identify similarities and differences between the Mayans and the Egyptians</p>		<ul style="list-style-type: none"> ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066 <p>To know the lives of people in the historical setting were not all the same.</p> <p>To have a growing understanding of the changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
<p>Year 5</p>	<p>Echoes of Eccles Local history – Victorians</p> <p>To be able to use a timeline to order historical periods and can use dates and terms accurately</p> <p>To be able to use information to ask and answer questions about the past (infer and deduce)</p> <p>To know the lives of people in the historical setting were not all the same.</p> <p>To have a growing understanding of Victorian</p>	<p>All the Fun of the Fair</p>	<p>Mission to Mars</p>



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	<p>Eccles. This could include a study over time tracing how several aspects national history are reflected in the locality eg the Bridgewater canal and how it helped drive the industrial revolution which in turn brought riches it brought to GB and how that led to a growing empire via things like cotton production.</p> <p>To have a growing understanding of the changing power of monarchs in the context of Queen Victoria eg her becoming Empress of India. This is no longer a title of our Monarch</p> <p>To have a growing understanding of a significant turning point in British history, e.g. the first railways and their impact on Great Britain (eg holidays to the coast)</p> <p>To gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>I know how to compare and contrast aspects of the past with aspects of today eg hours spent in school for a working class child then and now or child labour then and now</p>			
<p>Year 6</p>	<p>Time Travellers <i>Stone Age to the Iron Age/The Greeks</i></p> <p>To be able to use a timeline to order historical periods and can use dates and terms accurately</p> <p>To be able to use information to ask and answer questions about the past (infer and deduce)</p> <p>To know the lives of people in the historical setting were not all the same.</p> <p>To have a growing understanding of the ways in which Britain has changes from the Stone Age to</p>	<p>Intrepid Explorers</p>	<p>The Big Science Project</p>	<p>Safety at Sea</p>



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	<p>the Iron Age This could include:</p> <ul style="list-style-type: none">▪ late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae▪ Bronze Age religion, technology and travel, e.g. Stonehenge▪ Iron Age hill forts: tribal kingdoms, farming, art and culture <p>To have a growing knowledge and understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</p> <p>To have a growing understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>To have a growing understanding of Ancient Greek life and achievements have influenced the western world</p> <p>To gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament'</p> <p>To be able to identify similarities and difference between the Greeks and the Britons during the Iron Age</p>			
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