



ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL
A VOLUNTARY ACADEMY

History Curriculum 2019

	Year 1	Topic / Trips
Chronology	<ul style="list-style-type: none"> Recall and sequence events or objects in chronological order 	The first Aeroplane flight Monarchs of Britain
Depth of Historical Knowledge	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts Drama- Retell why people did things in the past Use a range of sources to find out characteristic features of the past 	The first Aeroplane flight Shop changes in Wibsey
Interpretations of History	<ul style="list-style-type: none"> Begin to identify and show different ways to represent the past (e.g. photos, stories, adults talking about the past) 	The first Aeroplane flight Monarchs of Britain
Historical Enquiry	<ul style="list-style-type: none"> Sort artefacts "then" and "now" Use a wide range of sources as possible Speaking and listening (links to Literacy) To ask and answer questions related to different sources and objects. 	Good to be British/Summer Monarchs of Britain
Organisation and Communications	<ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures) Drawing drama/ role play Writing (reports, labelling, simple recount) ICT 	Good to be British/Summer Monarchs of Britain The first Aeroplane flight

Assessment	Working towards <ul style="list-style-type: none"> - With support can recall and sequence events or objects in chronological order. - Can describe some similarities and differences in artefacts - Sort artefacts “then” and “now” with support - I can create a timeline with support 	Working at: Full objectives achieved
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	Year 2	Topic /Trips
Chronology	<ul style="list-style-type: none"> ● Sequence artifacts together in time ● Sequence events ● Sequence photos from different periods of time ● Describe memories of key events in lives. 	Remembrance Day Bonfire Night - Guy Fawkes Wibsey town
Depth of Historical Knowledge	<ul style="list-style-type: none"> ● Find out about people and events in other times. ● Describe artefacts and compare similarities and difference 	Famous People (Florence Nightingale & Mary Seacole) Madame Tussaud’s
Interpretations of History	<ul style="list-style-type: none"> ● Compare pictures or photographs of people or events from the past ● Identify different ways to represent the past 	Famous People (Florence Nightingale & Mary Seacole)
Historical Enquiry	<ul style="list-style-type: none"> ● Use a source - why, what, who, how, where to ask questions and find answers ● Sequence a collection of artifacts, use of timelines. ● Discuss the effectiveness of sources. 	Great Fire of London
Organisation and	<ul style="list-style-type: none"> ● Class displays 	All

Communications	<ul style="list-style-type: none"> ● Creating own roleplays ● ICT 	
Assessment	<p>Working towards</p> <ul style="list-style-type: none"> ● With support can sequence artifacts, events and photos. ● Can sometimes research about people and events in history. ● With support can describe and compare artifacts, photos and pictures. ● With support can identify different ways to represent the past. ● Can ask and answer some questions from a source. 	<p>Working at</p> <p>Full objectives achieved.</p>

	Year 3	Topic /Trips
Chronology	<ul style="list-style-type: none"> ● Place the time studied on a timeline ● Sequence events or artefacts ● Use dates related to the passing of time 	<p>Stone Age</p> <p>Victorians</p>
Depth of Historical Knowledge	<ul style="list-style-type: none"> ● Find out about everyday lives of people in time studied ● Compare and make links with our life today ● Identify reasons for and results (cause & effect) of people's actions ● Understand why people may have had to do something - show cause & effect ● Study change through the lives of significant individuals 	<p>Stone Age</p> <p>Victorians/Saltaire</p> <p>Sir Titus Salt</p>
Interpretations of History	<ul style="list-style-type: none"> ● Identify and give reasons for different ways in which the past is represented ● Distinguish between different sources and evaluate their usefulness ● Look at and interpret representations of the period - museum, cartoons etc. 	<p>Stone Age</p> <p>Saltaire</p>

Historical Enquiry	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details, artefacts/pictures • Select/choose and record information relevant to the study • Begin to use the library, e-learning for research • Ask and answer questions 	Stone Age Victorians (Sir Titus Salt) Saltaire
Organisation and Communications	<ul style="list-style-type: none"> • Communicate & illustrate knowledge and understanding in a variety of ways - discussions/pictures/writing/annotations/drama/mode 	Mind maps-all topics Trips - Saltaire/Salts Mill Visits - Portals to the Past (Stone Age)
Assessment	<p>Working towards</p> <ul style="list-style-type: none"> • With support can sequence artefacts, events and photos on a timeline • With support/guidance can create mind maps using a variety of resources • Ask & answer questions relating to periods of time studied 	Working at All objectives achieved

	Year 4	Topic /Trips
Chronology	<ul style="list-style-type: none"> • Place events from period studied on a timeline • Use terms related to the period and begin to date events • Understand more complex terms e.g. BCE/AD 	Ancient Greece Romans (Nell Bank)

Depth of Historical Knowledge	<ul style="list-style-type: none"> ● Use evidence to reconstruct life in time studied ● Identify key features and events ● Look for links and effects in time studied ● Offer a reasonable explanation for some events ● Develop a broad understanding of ancient civilisations 	Ancient Greece Romans (English heritage site)
Interpretations of History	<ul style="list-style-type: none"> ● Look at the evidence available ● Begin to evaluate the usefulness of different sources ● Use of textbooks and historical knowledge 	Ancient Greece Romans (Portals to the Past)
Historical Enquiry	<ul style="list-style-type: none"> ● Use evidence to build up a picture of a past event ● Choose relevant material to present a picture of one aspect of life in time past ● Ask a variety of questions ● Use the library, e-learning for research 	Ancient Greece Romans
Organisation and Communications	<ul style="list-style-type: none"> ● Select data and organise it into a data file to answer historical questions ● Know the period in which the study is set ● Display findings in a variety of ways ● Work independently and in groups 	Ancient Greece Romans
Assessment	<p>Working towards</p> <ul style="list-style-type: none"> ● Place events from period studied on a timeline ● Identify key features and events ● Use the library, e-learning for research ● Display findings in a variety of ways ● Work independently and in groups 	<p>Working at</p> <p>All objectives achieved</p>

	Year 5	Topic /Trips
Chronology	<ul style="list-style-type: none"> • Know and recall key events of time studied • Make comparisons between times in history 	The Fall of Roman Empire Anglo Saxons, Vikings Crime and punishment
Depth of Historical Knowledge	<ul style="list-style-type: none"> • Compare aspect of life with the same aspect of life in another period • Study different aspects of life of different people 	Vikings Crime and punishment
Interpretations of History	<ul style="list-style-type: none"> • Compare accounts of events from different sources. Fact or Fiction • Offer some reasons for different versions of events 	Beowulf King Arthur King Alfred - Anglo Saxons Sutton Hoo - Anglo Saxons Lindisfarne
Historical Enquiry	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of life time in time studied • Confident use of library, elearning and research 	Anglo Saxons, Vikings Crime and punishment
Organisation and Communications	<ul style="list-style-type: none"> • Fit events to display sorted by theme time • Record and communicate knowledge in different forms of work independently and in groups showing initiative. 	Anglo Saxons Vikings Crime and punishment
Assessment	<p>Working towards</p> <ul style="list-style-type: none"> • Read the information on The fall of the Roman Empire and state whether the statements are true or false. • Circle the words the Romans would have used for the invaders 	<p>Working at</p> <ul style="list-style-type: none"> • Explain events that led to fall of the Roman empire. • Do you think the invaders

- Draw line to match each person to the speech bubble that most likely describe how they became a slave.
- Design a toy an Anglo Saxon child might have played with
- Draw piece of equipment an Anglo Saxon woman would have used to help her make clothes
- In teams draw and colour a Viking boat, weapons, tools, men and women for the display board.
- Role play crime and punishment during Roman times to modern times. Photos for display board

were really how the Romans described them? Explain.

- Understand the timeline of events in the Anglo Saxons Chronicle
- How did the buildings change after the Romans left?
- Read the story of King Arthur / King Alfred and decide whether the statements are true or false.
- Explain difference between Anglo Saxon/ Vikings feast and modern day feast, houses, and religions.
- Which rank would you most likely to be if you were an Anglo Saxon./Vikings? Why?
- Describe the lives of men and women in Anglo Saxon/Vikings times.
- Describe the events at Lindisfarne during Anglo Saxons and Viking times
- Difference between crime, law and punishment - Romans to Modern times

	Year 6	Topic /Trips
Chronology	<ul style="list-style-type: none"> • Construct a timeline and place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to ten events on a timeline 	Ancient Egypt
Depth of Historical Knowledge	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another period studied • Produce a written explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied (The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. • Compare and contrast ancient civilisations 	RE/Ancient Egypt The Shang Dynasty of Ancient China Tutankhamun/Howard Carter Ancient Egypt/Ancient Greece
Interpretations of History	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions 	Ancient Egypt

	<ul style="list-style-type: none"> ● Confident use of the library etc. for research 	
Historical Enquiry	<ul style="list-style-type: none"> ● Recognise primary and secondary resources ● Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out ● Bring knowledge gathering from several sources together and compose a fluent account 	Ancient Egypt/ Ingleborough learning walk
Organisation and Communications	<ul style="list-style-type: none"> ● Select aspect of study and design a display ● Use a variety of ways to communicate knowledge and understanding including extended writing ● Plan and carry out individual investigations 	
Assessment	<p>Working towards</p> <ul style="list-style-type: none"> ● With support use relevant dates and terms and place current study on timeline ● Sequence up to five events on a timeline ● Understand beliefs and behaviour in period studied ● Find about beliefs, behaviour and characteristics of people, and begin to recognise that not everyone shares the same views and feelings ● Describe an explanation of a past event in terms of cause and effect and beginning to use evidence to support answer ● Know key dates, characters and events of time studied 	<p>Working at</p> <p>All objectives achieved being able to verbally explain when questioned in a confident manner</p>

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| | <ul style="list-style-type: none">● With support begin to compare and contrast ancient civilisations● Begin to explain how a conclusion is drawn from a source● Able to sort fact or fiction and opinion and begin to think about how reliable the information is● Confident use of resources (ladder)● Recognise primary and secondary resources● Use a range of sources to find out about an aspect of time past● Bring knowledge gathering from at least two sources in together in their own account● Select aspect of study to make a display● Use a variety of ways to communicate knowledge and understanding writing with support● Plan and carry out group investigations | |
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