



Big Ideas and Concepts of History

Intent

The intent of our history curriculum is to instil a love of history in our children. Our aim is to give our children the knowledge and understanding of the past, to enable them to have a greater insight into the world and the community in which we live. By gaining an understanding of past achievements and experience, children will obtain their own sense of self and identity enabling them to become confident, knowledgeable, learners.

Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

Impact

By implementing an exciting and engaging history curriculum our children will develop a love for history. The children will know more, remember more and understand more. Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication to become powerful and skilled individuals. Children will have an understanding of their place within the world, how things have changed and why and they will learn lessons from history to influence the decisions that they make in the future.

| 1 | 2 | 3 | 4 | 5 | 6 |
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| Continuity and Change | Cause and Effect | Perspectives | Empathetic Understanding | Significance | Contestability |
| Historians recognise that over time some things change, and some things stay the same. Examples of continuity and change can be seen across every civilisation and any given period of time. They can be seen in some aspects of everyday life that has continued across centuries or in changes in religious belief that has affected an entire society's culture. | The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Sometimes the link is clear. Often the link is less obvious or more complicated. Sometimes there are many causes and many effects. | The concept of perspectives is an important part of historical inquiry. A person's perspective is their point of view, the position from which they see and understand events. People will have different perspectives about an event depending on factors such as age, gender, social position, beliefs and values. Historians try to understand the perspectives of people from the past even though they may differ from their own. People from the past will have | Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's point of view. In history, it is about trying to understand the thoughts and feelings of people who lived at different times and in very different cultures. It helps us to understand the impact of past events on individuals or groups and to understand what has motivated them to act in particular ways. | The concept of significance relates to the importance historians assign to aspects of the past, such as: <ul style="list-style-type: none"> • Events • Development and movements • Individuals or groups • Discoveries and historical sites Historians make decisions about what is significant and worth studying. They ask questions about the impact of events, discoveries, | The concept of contestability is about interpretations of the past that are the subject of debate among historians. Historians have access to different sources and sometimes study the same sources and reach different conclusions. Often there is no right answer. Technology can help historians reach a more complete understanding of the past. |

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| | | | | had different perspective about the same event. Writers and historians also have perspectives that can influence their interpretations of the past. | | movements, individuals and sites on the world, in their own time and later. | |
| Key/Threshold Concepts *example learning questions to explore these | Years 5/6 | What is Greece like today? | Why was there a Second World War? | Would you prefer to have lived in Athens or Sparta? | What happened to children in dangerous places? How did people try to keep safe during the Blitz? | Who helped make D-Day happen? What have the Ancient Greeks done for us? | |
| | Years 3/4 | How were Victorian schools different to schools today? What was life like in the Roman army? How did the Romans change Britain? | How did Thomas Cook change Travel? When did the Romans invade and why? | Why is Queen Victoria considered to be a great monarch? | Did the native Britons welcome or resist the Romans and why? | How did the railways change Britain? When did the Romans invade and why? | Can photos give us an accurate judgement of the past? What exhibits would you chose to tell people about Victorian times? What did Boudicca really look like? What can ruins and artefacts tell us about everyday life in Roman times? |
| | Years 1/2 | Why did the fire burn so quickly? What does London look like now? | Where did the Great Fire of London start? | | How did people escape? | What damage did the fire cause? | How do we know about the fire? |

EYFS

Historical Big Ideas and Threshold Concepts

Curriculum designers take account of big ideas and pertinent threshold concepts to plan a coherent, 'spiral' curriculum for history which secures mastery and progression in conceptual understanding and builds knowledge from 'novice' to 'expert'.

Teachers take account of big ideas and related threshold concepts in their planning for history lessons to secure mastery of subject knowledge, year on year and over time.

EYFS Framework: Understanding the World

Pupils should be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EYFS Development Matters: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goal : Past and Present

Children at the expected level of development will:

- ✓ Talk about past and present events in their own life and in the lives of family member
- ✓ Notice similarities and differences between things in the past and now.
- ✓ Understand the past through settings, characters and events encountered in books read in class and storytelling.
- ✓ Compare and contrast characters from stories including figures from the past.
- ✓ Comment on images of familiar situations from the past.

KS1

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National Curriculum: 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.

Pupils should be taught about:

- ✓ changes within living memory
- ✓ 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
- ✓ significant historical events, people and places in their own locality

| Disciplinary Knowledge | | Six Cs, procedural knowledge and domain specific skills. Know how to: | Develop understanding over time of key themes and ideas such as: |
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| Know about... | In the context of: | | |
| <p>♣ Changes within living memory</p> <p>THEME 2A TOYS AND GAMES Years 1 and 2</p> | Internet, Technology, Toys , Food, Homes, Fashion, Travel | <p>Six Cs: Provide opportunities for pupils to collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.</p> | extinction, evidence, ancestry, settlement, monarchy, empire, protest, invasion, empire, republic, freedom, slavery, invasion, rebellion, revolution, democracy, tyranny, rebellion, revolution |
| <p>♣ Significant global and national events beyond living memory</p> <p>THEME 5A BURN AND BUILD Years 1 and 2</p> | Extinction of the Dinosaurs, Great Plague, Civil War, Crimean War, Discovery of America, The Great Fire of London Circumnavigation of the World, Victorians – The Education Act, Votes for Women, WW1, WW2 Coronation, Moon Landing , Battle Of Hastings | <p>– Use words and phrases about the past</p> | <p>using:</p> <ul style="list-style-type: none"> • Source • Evidence • Chronology |
| <p>♣ Significant people from the past</p> | Florence Nightingale, Mary Seacole, Grace Darling , Samuel Pepys, King John, William Caxton, | <p>– Share basic opinions about the past</p> | |

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| THEME 5B PEOPLE AND INFLUENCE Years 1 and 2 | Christopher Wren, Elizabeth Fry, Martin Luther King, Ghandi, Rosa Parks, Nelson Mandela, Queen Victoria, Christopher Columbus, Neil Armstrong, Buzz Aldrin, Michael Collins, Yuri Gagarin , Anne Frank, Tim Berners-Lee, Thomas Farriner, Charles II, The Wright Brothers, Frank Whittle Ann Bancroft | <ul style="list-style-type: none"> – Put events into chronological order – List differences between their lives and the lives; of people in the past – Use sources to answer simple questions about the past. – Share basic opinions about the past | with a focus on: <ul style="list-style-type: none"> • Interpretation • Change and Continuity • Significance • Cause and Consequence • Similarity and Difference |
| ♣ Significant local events THEME 2B TRAVEL AND TRANSPORT Years 1 and 2 | Civil War, Canals, Railways , Schools, Richard III, Castles, Evacuees, Refugees | | |

| Procedural knowledge and domain specific skills | Year 1 | Year 2 |
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| Knowledge <ul style="list-style-type: none"> Identify and start to describe or recount key events in history in detail with accuracy Describe events in history in order Compare different events and share surface descriptions of similarities and differences | <ul style="list-style-type: none"> Sequence events in their life Sequence 2 or 3 artefacts from distinctly different periods of time Match objects to people of different ages | <ul style="list-style-type: none"> Sequence artefacts closer together in time-check with reference book Sequence photographs etc. from different periods of their life Describe the memories of key events in their life |
| Interpretations <ul style="list-style-type: none"> Identify different interpretations of events in the past Identify how <i>different periods in history have changed or stayed the same over different periods</i> | <ul style="list-style-type: none"> Recognise the difference between the past and present in their own lives and the lives of others Know and recount episodes from stories about the past | <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times |
| Historical judgements <ul style="list-style-type: none"> Give a judgement to an enquiry or issue in history State criteria for making these judgements | <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past how reliable are their memories? | <ul style="list-style-type: none"> Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos accounts and stories |
| Use of sources <ul style="list-style-type: none"> Select mostly relevant sources to use in their work or argument State facts that can be learnt from a source about an event or period in history | <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefact | <ul style="list-style-type: none"> Use a source Observe or handle sources to answer questions about the past on the basis of simple observation |

KS2

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Teachers take account of big ideas and related threshold concepts in their planning for history lessons to secure mastery of subject knowledge, year on year and over time.

National Curriculum: 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.

Pupils should be taught about:

- ✓ changes in Britain from the Stone Age to the Iron Age
- ✓ the Roman Empire and its impact on Britain
- ✓ Britain's settlement by Anglo-Saxons and Scots
- ✓ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ✓ a local history study
- ✓ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ✓ 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
- ✓ Ancient Greece – a study of Greek life and achievements and their influence on the western world
- ✓ 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.

| Disciplinary Knowledge | | Six Cs, procedural knowledge and domain specific skills. Know how to: | Develop understanding over time of key themes and ideas such as: |
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| Know about... | In the context of: | | |
| Pre-Roman Britain ♣ Changes in modern Britain from the Stone Age to the Iron Age Theme 2A TOOLS AND TRIBES Years 5 and 6 | <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture | Six Cs: Provide opportunities for pupils to collaborate, think critically and solve problems, develop creativity, | extinction, evidence, ancestry, settlement, monarchy, empire, protest, invasion, |

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| <p>Roman Britain</p> <ul style="list-style-type: none"> ♣ the Roman empire and its impact on Britain <p>THEME 5B ROMANS AND CELTS Years 3 and 4</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, for example, Boudica • "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | <p>communicate, develop their understanding of citizenship, build character.</p> <p>Quality of written communication:</p> <ul style="list-style-type: none"> – Structure essays and enquiries with mostly relevant information – Use dates and terminology <p>Interpretations</p> <ul style="list-style-type: none"> – Identify different interpretations of events in the past – Identify how different periods in history have changed or stayed the same over different periods <p>Historical judgements</p> <ul style="list-style-type: none"> – Give a judgement to an enquiry or issue in history – State criteria for making these judgements <p>Use of sources</p> <ul style="list-style-type: none"> – Select mostly relevant sources to use in their work or argument | <p>empire, republic, freedom, slavery, invasion, rebellion, revolution, democracy, tyranny, rebellion, revolution</p> <p>using:</p> <ul style="list-style-type: none"> • Source • Evidence • Chronology <p>with a focus on:</p> <ul style="list-style-type: none"> • Interpretation • Change and Continuity • Significance • Cause and Consequence • Similarity and Difference • |
| <p>Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> ♣ Britain's settlement by Anglo-Saxons and Scots <p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: <p>THEME 5A INVADERS AND SETTLERS Years 3 and 4</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 • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 | | |
| <p>Local History</p> <ul style="list-style-type: none"> ♣ an aspect of local history <p>THEME 2A SCHOOLS AND RULES Years 3 and 4</p> <p>Extended Chronological Study</p> <ul style="list-style-type: none"> ♣ an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>THEME 5A CONFLICT AND SUFFERING Years 5 and 6</p> | <ul style="list-style-type: none"> • an in-depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality • the changing power of monarchs using case studies such as John, Anne and Queen Victoria, Henry VIII, Elizabeth I • 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 • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of | | |

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| | Britain, Battle of Bosworth, Industrial Revolution, World War II | | <ul style="list-style-type: none">– State facts that can be learnt from a source about an event or period in history | |
| Ancient Civilisation <ul style="list-style-type: none">♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one THEME 2B MUMMIES AND TOMBS Years 3 and 4 | <ul style="list-style-type: none">• Ancient Sumer;• The Indus Valley;• Ancient Egypt; or• The Shang Dynasty of Ancient China | | | |
| Ancient Greece <ul style="list-style-type: none">♣ Greek life and achievements and their influence on the western world THEME 5B ACHIEVEMENTS AND LEGACY Years 5 and 6 | <ul style="list-style-type: none">• Greek Myths• Gods and Goddesses• Democracy | | | |
| Non-European Study <ul style="list-style-type: none">♣ a non-European society that provides contrasts with British history THEME 2B BENIN AND BRONZES Years 5 and 6 | <ul style="list-style-type: none">• Early Islamic civilization, including a study of Baghdad c. AD 900;• Mayan civilization c. AD 900; or• Benin (West Africa) c. AD 900-1300 | | | |
| Procedural knowledge and domain specific skills | Year 3 | Year 4 | Year 5 | Year 6 |
| Knowledge <ul style="list-style-type: none">• Identify and start to describe or recount key events in history in detail with accuracy• Describe events in history in order• Compare different events and share surface descriptions of similarities and differences | <ul style="list-style-type: none">– Placed the time studied on a timeline– Use dates and terms related to the study unit and passing of time– Sequence several events or artefacts | <ul style="list-style-type: none">– Place events from the period studied on the timeline– Use terms related to the period and begin to date events– Understand more complex terms e.g. BC/AD | <ul style="list-style-type: none">– Know consequence key events of time studied– Use relevant terms and period labels– Make comparisons between different times in the past | <ul style="list-style-type: none">– Place current study on timeline in relation to other study– Use relevant dates and terms– Sequence up to 10 events on the time-line |

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| Interpretations <ul style="list-style-type: none"> Identify different interpretations of events in the past Identify how <i>different periods in history have changed or stayed the same over different periods</i> | <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of peoples actions Understand why people may have wanted to do something | <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events | <ul style="list-style-type: none"> Study different aspects of different people and differences between men and women Examine causes and results of great events and the impact of people Compare life in early and late times studied Impair an aspect of life with the same aspect in another period | <ul style="list-style-type: none"> Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feeling Compare beliefs and behaviour with another time studied Write another 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 |
| Historical judgements <ul style="list-style-type: none"> Give a judgement to an enquiry or issue in history State criteria for making these judgements | <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources- compare different versions of the same story Look at representations of the period-museum cartoons etc. | <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge | <ul style="list-style-type: none"> Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events | <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations in fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and Internet for research |

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| Use of sources <ul style="list-style-type: none"> • Select mostly relevant sources to use in their work or argument • State facts that can be learnt from a source about an event or period in history | <ul style="list-style-type: none"> – Use a range of sources to find out about a period – Observe small details- artefacts pictures – Select and record information relevant to the study – Begin to use the library and Internet for research | <ul style="list-style-type: none"> – Use evidence to build up a picture of a past even – Choose a relevant material to present a picture of one aspect of a life in time past – Ask a variety of questions – Use the Internet and library for research | <ul style="list-style-type: none"> – Begin to identify primary and secondary source – Use evidence to build up a picture of a past event – Select relevant sections of information – Use the library and Internet for research with increasing confidence | <ul style="list-style-type: none"> – Recognise primary and secondary source – Use a range of sources to find out about an aspect of time past – Suggest omissions and the means of finding out – Knowledge gathered from several sources together in a fluent account |
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