

History curriculum overview and progression of skills/knowledge

EYFS/KSI	Autumn	Spring	Summer
EYFS			
<p>Understanding the World:</p> <p>Key Skills and Knowledge throughout the Reception Year is for children to develop a secure understanding of 'past' and 'present' and to begin exploring changes over time through maps, photographs and artefacts.</p>	<p>History – Identifying Past and Present</p> <ul style="list-style-type: none"> Black History Month – Focus on Differences and Diversity = Texts: 'It's Okay to be Different' 'The Skin you live in' Changes to Myself/My Family – Then and Now <p>Can they talk about past and present events in their own lives and in the lives of family members?</p>	<p>History – Identifying Past and Present</p> <ul style="list-style-type: none"> Changes in Toys – old/new <p>Do they know about similarities and differences between themselves and others, and among families, communities and traditions?</p>	<p>History – Identifying Past and Present</p> <ul style="list-style-type: none"> Dudley Castle & Zoo (Heritage Project) Dudley Zoo Visit <p>ELC: Past and Present</p> <p>Can they use past, present and future forms or accurately when talking about events that have happened or are to happen in the future?</p>
Year 1			
	<p>History – Changes within living memory</p> <ul style="list-style-type: none"> Black History Month – Focus on Marcus Rashford <p>Incredible Me!</p> <ul style="list-style-type: none"> Comparing own childhood to that of their Grandparents <p>NC objectives</p> <ul style="list-style-type: none"> Changes within living memory. <p>Key skills and knowledge</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> Use the words 'past' and 'present' accurately <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods Historical Enquiry: How have childhood experiences changed over time? 	<p>History – Changes beyond living memory</p> <p>An Island Home</p> <ul style="list-style-type: none"> Katie Morag: Island Home – Scotland and 'Burns Night'/Robert Burns – Scottish Heritage Own Home Heritage: Life of a Glassmaker (Heritage Strand) Glass Cone Visit <p>NC objectives</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally Significant historical events, people and places in their own locality <p>Key Skills and knowledge</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> To know where the people and events they study fit within a chronological framework <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> Exploring secondary sources to research people and events Historical Enquiry: What was the life of Glassmaker from Kingswinford like? 	<p>History – Changes within living memory</p> <p>Pirates!</p> <ul style="list-style-type: none"> Changes to Blanford Mere School (Heritage Project) <p>NC objectives</p> <ul style="list-style-type: none"> Changes within living memory Significant historical places in their own locality. <p>Key Skills and knowledge</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> To order recent history of Blanford Mere chronologically <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> To develop an understanding of continuity and change in the local area Using historic maps to identify similarities and differences between time periods. Historical Enquiry: Has Blanford Mere changed over time?
Year 2			

History - Changes within living memory/Beyond living memory

- **Black History Month** – Focus on Sir Mo Farah

Paddington's Adventures

- Past and Present London
- **The Gunpowder Plot/Holbeache House/Guy Fawkes = Heritage Project = Heritage Trail around Charterfields estate (Street Names)**

NC Objectives:

- Changes within living memory
- Events beyond living memory that are significant nationally
- Significant historical events, people and places in their own locality

Key Skills and Knowledge:

Chronological understanding

- sequence a set of events in chronological order and give reasons for their order
- use a range of appropriate words and phrases to describe the past

Knowledge and interpretation:

- Recount some interesting facts from an historical event, such as 'The Gunpowder Plot'.
- Recount the life of someone famous from Britain (Guy Fawkes) who lived in the past giving attention to what they did earlier and what they did later.
- Explain how their local area was different in the past.
- Focus on how Kingswinford played a part in the Gunpowder Plot (Holbeache House)

Can they recognise they we celebrate certain events, such as bonfire night, because of what happened may years ago?

History - Changes within living memory/Beyond living memory

Explorers!

- **Exploring changes in Kingswinford (Heritage Strand)**
- Significant Historical Explorers

NC Objectives:

- Changes within living memory = History of my local area – *research a local family.*
- 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.

Key Skills and knowledge:

Chronological understanding

- Sequence a set of events in chronological order and give reasons for their order
- Use words and phrases like: before I was born, when I was younger?
- Try to work out how long ago an event happened?

Knowledge and interpretation

- Identify continuity and changes in local area and explain how it differs.
- Make inferences based on information from historical sources.

Historical enquiry

- *Research the life of someone who used to live in their area using the Internet and other sources to find out about them?*

History - Changes beyond living memory
Around the World in 80 days

- Significant Historical Explorers
 - Ibn Battuta
 - Ernie Shackleton

NC objectives

- 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.

Key Skills and knowledge

Chronological understanding

- Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.
- Sequence events about the life of a famous person.
- Try to work out how long ago an event happened.

Knowledge: Know that both Ibn Battuta and Ernie Shackleton were explorers in the past; and that Ernie Shackleton explored more recently than Ibn Battuta.

Knowledge and interpretation

- Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.
- Explain why someone in the past acted in the way they did.

Knowledge: Be able to recall who Ibn Battuta was, and where he explored. Be able to recall who Ernie Shackleton was and where he explored.

Historical enquiry

- Research the life of a famous Briton from the past using different resources to help them.
- Be able to recall who Ernie Shackleton was and where he explored.

Year 3/4			
<p>Cycle A</p>	<p>History – Changes beyond living memory</p> <ul style="list-style-type: none"> Black History Month – Focus on Mary Seacole. NC: Lives of significant individuals in the past who have contributed to national and international achievements. <p>Romans:</p> <ul style="list-style-type: none"> Local Roman Evidence in Kingswinford – There were Roman forts at Greensforge, about a mile and a half east of Kingswinford. Two are situated by the Navigation Inn, on either side of Mile Flat (Heritage Project) Evidence of Romans in UK: Roman Roads, Hadrian's Wall <p>Including:</p> <ul style="list-style-type: none"> The story of Romulus and Remus Comparing invaders and settlers <p>NC objectives</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>Key skills and knowledge</p> <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and century Knowledge of how previous historical studies fit in chronological order by exploring key dates/events on a timeline <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> Begin to picture what life would have been like for early settlers Recognise that Britain has been invaded by several different groups over time Realise that invaders in the past would have fought fiercely, using hand to hand combat 	<p>History – Changes beyond living memory</p> <p>Benin civilization</p> <p>NC objectives</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history; Benin (West Africa) c. AD 900-1300. <p>Key skills and knowledge</p> <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and century Knowledge of how previous historical studies fit in chronological order by exploring key dates/events on a timeline <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> Explain how events from the past have helped shape our lives. To know that people who lived in the past cooked and travelled differently and used different weapons. Recognise that people's way of life was dictated by the work they did. To be able make inferences about Benin life from a range of sources. To place key events from Benin civilisation on to a timeline <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about what happened in the past Use various sources of evidence to answer questions Give more than one reason to support an historical argument. 	<p>History – Changes beyond living memory</p> <p>Amazon tribes and their lifestyles</p> <ul style="list-style-type: none"> Identify how different ancient tribes lived in the rain-forest and how the rain-forest has changed over time. <p>NC objectives</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history; <p>Key skills and knowledge</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and century Knowledge of how previous historical studies fit in chronological order by exploring key dates/events on a timeline Use their mathematical knowledge to work out how long ago events would have happened. <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. To know that people who lived in the past cooked and travelled differently and used different weapons from ours. Understanding some of the reasons for historical deforestation <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> Use various sources of evidence to answer questions. Use various sources to piece together information about a period in history. Research a specific event from the past. Identify similarities and differences between given periods in history.

	<p>- Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>-To recall key facts about Roman Soldiers, invasion of Britain, Boudica and the countries which were invaded and occupied by Rome.</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Develop an understanding of the role of archaeologists - Use various sources of evidence to answer questions and research a specific event from the past - Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out <p>Can they look at different versions of the same event in history and identify differences?</p>		
Cycle B	<p>History – Changes beyond living memory</p> <ul style="list-style-type: none"> • Black History Month – Focus on Mae Jemison – <i>Text: Look Up!</i> • NC: Lives of significant individuals in the past who have contributed to national and international achievements. <p>Victorians</p> <ul style="list-style-type: none"> • Victorian Life • Voices from the Workhouse (Heritage Project) = Stourbridge Union Workhouse <p>NC objectives</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Local History Study = a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>Key skills and knowledge <i>Chronological Understanding:</i></p>	<p>History – Changes beyond living memory Vikings</p> <p>Including:</p> <ul style="list-style-type: none"> • Further Viking raids and invasions <p>NC objectives</p> <ul style="list-style-type: none"> • The Viking struggle for the Kingdom of England to the time of Edward the Confessor <p>Key skills and knowledge <i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - Use a timeline within a specific time in history to set out the order things may have happened - Describe events and periods using BC, AD and century - Begin to picture what life would have been like for the early settlers <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Appreciating how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<p>History – Changes beyond living memory Stone Age to Bronze Age</p> <p>Local Evidence:</p> <ul style="list-style-type: none"> • Iron Age Hillfort, Kinver Edge • Bronze Age: Bronze arrowhead found, Amblecote, West Midlands • Bronze Age: Barrow Hill, Pensnett – Burial Mounds • <p>Including:</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>NC objectives</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age <p>Key skills and knowledge <i>Chronological understanding:</i></p>

	<ul style="list-style-type: none"> - Use a timeline within a specific time in history to set out the order things may have happened - Set out on a timeline within a given period what special events took place - Describe events and periods using BC, AD and centurys <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - Understanding changes in social history - Develop an understanding that wealthy people would have had a very different way of living which impacted upon their health and education - To recall the dates of the Victorian era, name 5 key inventions of the Victorian era that are still in use today, be able to explain the difference between modern and Victorian schools, be able to explain how rich and poor people had different lives, compare Victorian holidays with modern holidays - Name 3 medical advancements that have an impact on their lives today. <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> - Use research skills to help them write about historical information - Use various sources to piece together information about a period in history - Research two versions of an event and say how they differ - Research what it was like for a child in a given period in the past and use photographs and illustrations to present their findings. 	<ul style="list-style-type: none"> - Know that people who lived in the past cooked and travelled differently and used different weapons from ours - Recognise that Britain has been invaded by several different groups over time - Know that invaders in the past would have fought fiercely, using hand to hand combat - Suggest why certain events happened as they did in history - Suggest why certain people acted as they did in history - Recognise that people's way of life in the past was dictated by the work that they did - Place the Vikings in time order in relation to other time periods studied, use primary and secondary sources, understand Viking weaponry, show an understanding of how Viking homes differ to modern homes. <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> - Use various sources to piece together information about a period in history. - Appreciate that wars have happened from a very long time ago and are often associate with invasion <p><i>Can they look at different versions of the same event in history and identify differences?</i></p>	<ul style="list-style-type: none"> - Use mathematical skills to work out how long-ago events happened and round up time differences into centuries and decades _ Describe events and periods using BC, AD and century <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Understand that early Brits would not have communicated as we do, or have eaten as we do - Appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past - Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period - Understand that Skara Brae is an example of a Stone Age settlement - Place Stone Age in time order and be able to recognise its chronology compared to other periods they have studied - To have a basic understanding of how Stone Age people lived in the (weapons, food, <p><i>Historical enquiry:</i></p> <ul style="list-style-type: none"> - Recognise the part that archaeologists had in helping us understand more about what happened in the past - Research what it was like for a child in a given period in the past and use photographs and illustrations to present their findings - Communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out
Year 5/6			

History – Changes within/beyond living memory

- **Black History Month** – Focus on Harriet Tugman.
- **NC:** Lives of significant individuals in the past who have contributed to national and international achievements.

WWI & WWII

- Everyday life during the War
- Holocaust
- **Local History Opportunities: WWI/WW2 in Birmingham/Black Country Area = Local Soldiers/War Heroes/Monuments (Heritage Strand)**

NC objectives

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key skills and knowledge

Chronological Understanding:

- To understand the sequence of key events during the years of war
- To have an awareness of the length of time between the world wars – key dates

Knowledge and interpretation:

- To explore the key features, events and lives of people during the wars
- To know what the following words mean: Blitz, Shelters, Evacuation, Rationing, Holocaust, evacuee.
- To know what propaganda is.
- To know what the Battle of Britain was.

Historical Enquiry:

- Can they identify and explain their understanding of propaganda? (WW2)
- Can they describe a key event from Britain's past using a range of evidence from different sources?
- Can they describe how historical events affect/influence life today?

History – Changes beyond living memory
Lights, Camera, Action!

- Leisure and entertainment in the 20th century
- Compare and contrast to present times
- **Local History Opportunities: Changes to local cinemas/theatres/swimming baths etc. (Heritage Strand)**

NC objectives

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key skills/knowledge

Chronological Understanding:

- To understand where the 20th Century appears on a timeline
- To understand how the 20th Century relates to previous historical studies

Knowledge and interpretation:

- To know what Britain was like at the same time in order to compare the two societies.
- To know how to compare.

History Enquiry:

- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Can they describe historical events from the different period/s they are studying/have studied?

History – Changes within living memory
British Waterways

- **Local History Study = Stourbridge/Dudley Canals**
- **Dudley Canal Visit**
- **Exploring Life on the Canals (Heritage Project)**

NC objectives

- A Local History Study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Key skills and knowledge

Chronological Understanding:

- To explore the development of canals across different time periods
- _ To recall key dates and events and place these onto a timeline chronologically

Knowledge and interpretation:

- To use their knowledge to make inferences on what life would have been like on a canal boat
- To have an understanding of the changes over time to the uses of canals and the impact on people's lives

History Enquiry:

- Why were the canals built?
- _ Why was the canal network so important in the Black Country?
- _ How did the lifestyles of those living on a canal boat develop over time?

History – Changes beyond living memory

- **Black History Month** – Focus on Martin Luther King
- **NC:** Lives of significant individuals in the past who have contributed to national and international achievements.

Ancient Greece

NC objectives

- A study of Greek life and achievements and their influence on the western world

Key skills and knowledge

Chronological Understanding:

- To create a timeline of events
- To understand where the Greeks occur in history compared to previous studies of different time periods

Knowledge and interpretation:

- To bring knowledge from several sources and present it in a variety of ways
- To know about Ancient Greece traditions and customs
- To compare famous Ancient Greek city states
- To understand the impact Ancient Greece has on today's civilizations (Olympics. Democracy. Military)
- To describe features of historical events and people from past societies and periods they have studied? (Spartans/Athenians/Wars)
- To understand the impact Ancient Greece has on the modern world.
- To know the difference between Athens and Sparta.

Historical Enquiry:

- Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? (Greece)
- To investigate the Ancient Greeks

History – Changes beyond living memory

Our Industrial Heritage

- **Coal Miners (Heritage Project)**
- **Black Country Museum Visit**

NC objectives

- Local History Study = a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Key skills/knowledge

Chronological Understanding:

- Use their mathematical skills to work out exact time scales and differences as need be on a glass cone timeline.
- Can they place a specific event on a timeline by decade? (BLACK COUNTRY INVENTIONS)
- Can they place features of historical events and people from past societies and periods in a chronological framework? (GLASS PRODUCTION)
- Can they summarise the main events from a specific period in history, explaining the order in which key events happened? (BLACK COUNTRY INVENTIONS)

Knowledge and interpretation:

- Can they summarise how Britain has had a major influence on world history? (BLACK COUNTRY INVENTIONS)
- Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? (Letter to and from Coal Mine Owner)
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? (CANALS/TUNNELS/SKARA BRAE AND OTHER STONE AGE SETTLEMENTS/STONE AGE ARTEFACTS)

History – Changes beyond living memory

Crime and punishment

- **Local History = Earl of Dudley Railway – examples of the crimes committed and punishments**
- **Research historical residents to find any convicts and explore the crimes and punishments**

NC objectives

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key skills and knowledge

Chronological Understanding:

- Draw a timeline with different time periods outlined which show different information, such as, periods of history,
- Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? (C&P)
- Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.
- To know how to create a timeline of how law enforcement developed.

Knowledge and interpretation:

- Begin to appreciate that how we make decisions has been through a Parliament for some time.
- Have a good understanding as to how crime and punishment has changed over the years.
- To know what a hypothesis is.
- To know how to test a hypothesis.
- To know how crime and punishment has changed.
- Can they describe how historical events affect/influence life today?

		<ul style="list-style-type: none">- The importance of canals, glass, steam and mining to the Black Country.- The impact of the Black Country on the world during the industrial revolution. <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none">- Can they test out a hypothesis in order to answer a question? THE BLACK COUNTRY WAS A MAJOR INFLUENCER ON THE INDUSTRIAL REVOLUTION (eg canals, glass, coal, iron, bridges)	<p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none">- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?- Can they test out a hypothesis in order to answer a question?
--	--	--	---

<p>Year 5 Only:</p>	<p>History – Changes beyond living memory</p> <p><u>Year 5 only- Scottish Wars of Independence</u></p> <p>NC objectives</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots <p>Key skills and knowledge</p> <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, space etc. - Can they describe historical events from the different period/s they are studying/have studied? <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - To know who that England used to rule Scotland. - To know who William Wallace is. - To understand England and Scotland signed a treaty relinquishing England's claim to the Scottish throne. - Can they use dates and historical language in their work? <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> - Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? 	<p>History – Changes beyond living memory</p> <p><u>Year 5 only – Mayan civilisation</u></p> <p>NC objectives</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history <p>Key skills/knowledge</p> <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - Can they describe historical events from the different period/s they are studying/have studied? - Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? (Geographical changes in Ancient and Modern Greece) <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - To know the key characteristics to Mayan society. - To know what Britain was like at the same time in order to compare the two societies. - To know how to compare. <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> - Can they investigate Mayan civilisation using a range of secondary resources? 	<p>History – Changes beyond living memory</p> <p><u>Year 5 only – Egyptians</u></p> <p>NC objectives</p> <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 of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>Key skills and knowledge</p> <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - Can they describe historical events from the different period/s they are studying/have studied? <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - To know who the Ancient Egyptians were. - To know how they lived their lives. - To know how the Egyptians mummified their dead. - Can they use dates and historical language in their work? <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> - Can they evaluate evidence to choose the most reliable form?
---------------------	---	---	--