

History Scheme of Work: Knowledge and Skills Curriculum

<p>Class One: Reception – follow the ‘statutory framework for the Early Years’: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) Year 1</p>	
<p>Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:</p> <ul style="list-style-type: none"> • Communication and Language: Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. • Understanding the World: 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. • Changes in living memory (linked to aspects of national life where appropriate) • Events beyond living memory (e.g. the Great Fire of London, the first aeroplane flight or events remembered through festivals or anniversaries). 	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling Can I understand the difference between past and present? 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 Can I tell the difference between the past and present in my own, and other people’s lives? Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Can I place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months)? Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Can I identify some similarities and differences between the present and aspects of the past? Can I use sources to answer simple questions about the past? Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Can I show what I know and understand in different ways (speaking, role-play and drawing)?</p>

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<p>Class Two: Year 2 Year 3</p>	
<ul style="list-style-type: none">• Lives of significant individuals in the past who have contributed to national and international achievements (could be used to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole/Florence Nightingale and Edith Cavell).• Significant historical events, people and places in their own locality.• Changes in Britain from the Stone Age to the Iron Age (e.g. hunter-gatherers and early farmers. Bronze age religion, technology and travel. Iron age hill factory.)• A local history study (e.g. Victorians, Edwardian)	<p>Can I identify some similarities and differences between people in different periods? Do I understand where some people and events fit into chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...)? Can I discuss and explain key features of British history from Stone Age to Iron Age? (and compare this culture with others from around the world at a similar time)</p> <p>Can I understand the reasons why people in the past acted as they did? (looking at a range of sources) Can I describe ways in which people have shaped the nation? Can I describe how Britain has influenced and been influenced by the wider world?</p> <p>Can I ask and find the answers to questions about the past through observing and handling a range of sources? Can I identify the ways in which the past can be represented through looking at a variety of sources?</p>

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<p>Class Four: Year 4 Year 5 Year 6</p>	
<ul style="list-style-type: none"> • Roman Empire and impact on Britain (E.g. Julius Caesar’s attempted invasion. Roman Empire and successful invasion. British resistance e.g. Boudica. Romanisation of Britain.) • The achievements of earliest ancient civilisations (Ancient Egypt, The Indus Valley, Ancient Sumer) • Anglo Saxons and Vikings (E.g. Roman withdrawal from Britain; Scots invasion. Invasions, settlements and kingdoms. Viking invasions. Edward the Confessor.) • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Extended period study 1066+ (e.g. Changing power of monarchs, significant turning points in British history, Crime and Punishment, leisure.) • Non-European society (e.g. early Islamic civilisation including a study of Baghdad AD900. Mayan civilisation, Benin-West Africa) 	<p>Can I answer questions about the past using detailed observations of a variety of sources? Can I identify how evidence is used to make historical claims? (Additional: Can I understand how and why contrasting arguments and interpretations of the past have been constructed?) Can I use a variety of sources to research things that have happened in the past? Can I investigate historical problems/issues using a range of sources?</p> <p>Can I construct an informed response after organising relevant historical information? Can I make connections/comparisons/contrasts between different periods of history? Can I suggest reasons for different interpretations of the past?</p> <p>Can I use specialist dates and terms to place events/periods in order? (additional: can I note trends, connections and contrasts over time?) Can I place events in history in a sequence, using the correct terminology? (empire, civilisation, parliament, peasantry...) Can I use appropriate vocabulary when describing the passing of time or historical concepts e.g. propaganda, bias, primary source, secondary source, reliability...? Can I accurately describe events/ people/features of past societies/periods in the context of their chronology? Can I demonstrate a clear understanding of different events in history placing them into different contexts? (cultural, economic, military, political religious and social history)</p> <p>Can I demonstrate knowledge and understanding of ancient civilisations? Can I demonstrate a clear understanding of the way of life in Ancient Greece?</p>