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The History Curriculum

# Intent

At Little Bowden, an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at History entails – progression - and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. To enable this to happen we have established an outcome driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in History but also the intellectual outcomes we intend them to achieve through their learning.

# Implementation

We take an enquiry-based approach to teaching History at Little Bowden whereby each topic is framed upon a key question that guides the teaching. Across the whole school curriculum, children study the key historical concepts of chronology and change; cause and effects; attitudes and beliefs; empathetic understanding; significant individuals and sources. These are taught within the historical contexts outlined within the National Curriculum. Our English lessons are linked to the topics as much as possible and enrichment activities are planned in order to help immerse the children in the topic helping to make the learning more memorable.

There are selected substantive concepts (outlined in the curriculum map) that reoccur in topics across the key stages, which enable children to gain a good understanding of chronology and make links between different periods of history. These links are outlined in each topic overview to ensure teachers understand the children’s prior learning and use timelines to help support their chronological understanding.

Assessments are carried out at the end of each topic which address children’s understanding of the enquiry question. The subject outcomes table (on the curriculum map) determines how history skills are applied by the children in their work. Books are monitored throughout the year and pupil voices are conducted to ensure the content/skills are covered as planned and that children are retaining their knowledge and understanding.

# Impact

At Little Bowden, our History curriculum has a rigorous approach to teaching the subject. Our children develop a good overview of the past and the ability to analyse it with a critical mind. Our class work shows how our enquiry-based approach gives real purpose and focus to each topic; each lesson is planned carefully to address our overall question. Our curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be able to make links to previously studied topics and make comparisons. Children will be enthused by their History topics, through our cross-curricular approach and enrichment activities which immerses them in the period; creating curiosity and enjoyment.

**The Areas of Learning**

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| **End of Unit Enquiry Questions** | **Chronology and Change** | **Cause and Effects** | **Attitudes and Beliefs** | **Empathetic Understanding** | **Significant Individual** | **Sources** |
| Each historical topic should have an over-arching question which children will work towards answering. The question should encourage children’s curiosity, build upon previous knowledge and give children the opportunity to express the historical skills they have learnt. | It is important for children to understand that throughout history there is change over time. These chronological changes are evident across all societies, and children should be able to identify them. It is essential that children can describe the passing of time as well as order key events and information chronologically. | The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Examples of this include war, disaster, revolution and rebellion. Sometimes the link is clear. Often the link is less obvious or more complicated. Sometimes there are many causes and many effects. | It is essential that children understand that the attitudes, knowledge and beliefs could be different to what they are today. People will have different perspectives based on gender, age, race, social position, religious belief and values. | 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. | The concept of a significant individual relates to an important person who lived during that time. It is important for children to experience a variety of significant historical figures in order to create a diverse learning experience in history. | It is essential that children are given a variety of different sources from different historical periods. This could be physical artefacts, information texts, maps and field work. This will support the historical learning process as well as giving the children opportunities to critique and reflect on the validity of sources. |

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|  | | **Key Stage 1 History Skills Progression** | | | | | | | |
|  |  | **1** | **2** | **3** | **4** | **5** | **6** |
|  | **End of Unit Enquiry Questions** | **Chronology and Change** | **Cause and Effects** | **Attitudes and Beliefs** | **Empathetic Understanding** | **Significant Individual** | **Sources** |
| **EYFS** | | Please see our EYFS curriculum at LB to see the diagonal links to our history curriculum. | | | | | | | |
|  | **Y1** |  | Who played with these toys a long time ago? | How can we tell these toys are old?  What were our grandparents’ toys like and how do we know?  How can we set up a Toy Museum? | What are other people’s toys like? |  | Who played with these toys a long time ago? | Louis Braille  Guy Fawkes  King James I  David Attenborough | What are our toys like today? |
|  | What made Louis so special? |  | What changes to people’s lives did Louis make? | Why did Louis decide to invent a system of reading for the blind?  What shall we put in our Louis Braille museum? | Why do you think we still remember Louis Braille today? |  |  |
|  | Local Study: How have homes changed in Market Harborough? | How have the homes changed over the years? | What are the similarities and differences between the homes?  What types of homes are in Little Bowden? | Why do different people have different types of homes |  |  | What buildings can be found in Little Bowden? What is their purpose? (Field Trip?) |
| **Y2** |  | How did the Great Fire of London start and why did it take so long to put out? | How shall we rebuild London after the Great Fire? | Why did the Great Fire of London burn down so many houses? | Who’s to blame for the Great Fire of London? | How did people manage to live through the Great Fire? | Samuel Pepys  King Charles II  Thomas Bloodsworth  Thomas Farriner  Mary Seacole  Florence Nightingale | How can we work out how the Great Fire started?  Field work opportunity: Local fire station visit |
|  | Who was Scott and why is he famous? |  | What happened to Captain Scott? | What was Captain Scott’s Biggest Mistake? | How did Scott feel when he realised he was beaten? | Scott of Antarctica  Amundsen |  |

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|  | | **Key Stage 2 History Skills Progression** | | | | | | | |
|  |  | **1** | **2** | **3** | **4** | **5** | **6** |
|  | **End of Unit Enquiry Questions** | **Chronology and Change** | **Cause and Effects** | **Attitudes and Beliefs** | **Empathetic Understanding** | **Significant Individual** | **Sources** |
|  | **Y3** |  | Who is Otzi? | |  | | --- | | How much did life really change during the Iron Age and how can we possibly know? | | Was Stone Age man simply a hunter and gatherer, concerned only with survival?  How different was life in the Stone Age when man started to farm? | Why is it so difficult to work out why Stonehenge was built? | What can we learn about life in the Stone Age from a study of Skara Brae?   |  | | --- | |  | |  | Can you solve the mystery of the Otzi the Iceman? |
|  | What did the Ancient Egyptians believe about life after death and how do we know? | What can we quickly find out to add to what we already know about Ancient Egypt? |  | What does the evidence tell us about everyday life for men, women and children? |  | Tutankhamun  Howard Carter | How can we discover what Ancient Egypt was like over 5,000 years ago?  What sources of evidence have survived and how were they discovered? |
|  |  |  |  |  | What did the Ancient Egyptians believe about life after death?  What did Ancient Egypt have in common with other civilizations from that time? |  |  |
| **Y4** |  | How have the Romans influenced Britain? | Who was here before the Romans invaded? What had they got the Romans wanted? | Why did they invade a cold island a long way from sunny Rome? | Why did lots of fierce Celts lose to a smaller Roman army? | What was everyday life for Romans In Britain? | Who was Boudica and who was Claudius? | Romans artefacts. Books, internet. Acting and Roman day. Local museum. Visits to sites. |
|  | So how dark were the dark ages, really? (Anglo Saxons) | Why did the Anglo-Saxons invade and how can we possibly know where they settled? | What does the mystery of the empty grave tell us about Saxon Britain?  How were the Saxons able the see off the Viking threat? | How did people’s lives change when Christianity came to Britain and how can we be sure? | Everyday life for ordinary Saxons? | Just how great was King  Alfred, really? | Books, artefact, internet, local museum. Local connections. |
|  | What was the cause of the decline of the Mayans? | Why is important to study the Mayan civilization? | Why did the Mayan civilization grow so powerful?  How can we solve the riddle of why the Mayan empire fell so suddenly? | How can we possibly know what it was like there 1,000 years ago?  If the Maya were so civilized, why then did they believe in human sacrifice? | How different was life for the rich and poor at the height of Mayan civilization? |  | Books, Mayan artefacts, internet. Possible school visit to Belize |
| **Y5** |  | Raiders or Settlers: How should we remember the Vikings? | How did the Vikings try to take over the country and how close did they get? | How have recent excavations changed our view of the Vikings? | Raiders or Settlers: How should we remember the Vikings? | Why have the Vikings gained such a bad reputation? | Was King Harald the greatest Viking king?  Alfred the Great | What can we learn about Viking settlement from a study of place-name endings? (Digimap) |
|  | What was life really like on the Homefront? | Why did Britain have to go to war in 1939? | How did Britain stand firm against the German threat? |  | Why is it so difficult to be sure what life was like on the homefront? | Robert Watson-Watt | How can we use propaganda posters to tell us about thoughts in the war? |
| **Y6** |  | Has the way we catch and punish criminals improved that much in the last 1000 years? | How were criminals punished 800 years ago and how do we know? | Potentially: How did the death penalty change over time? | What does the legend of Robin Hood tell us about medieval justice? | How did crime and punishment change between 1500 and 1750? | Guy Fawkes  Robin Hood | Local History: William King Murder  Why did so much change happen in the 19th century? |
|  | In what way have the Ancient Greeks influenced our lives today? |  | Why was Athens able to be so strong at this time? | What was special about life in 5th Century BC Athens? (Democracy) | What can we tell about the Ancient Greeks from their interests in the theatres and festivals like the Olympics? | Theseus and Minotaur | How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago? |
|  |  |  |  |  |  | Harriet Tubman |  |

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| **KS1** | | | |
| **National Curriculum Knowledge** | | **Know how to:** | **Key themes** |
| **Know about…** | **In the context of:** | **Develop understanding over time of key themes and ideas such as:** |
| **Changes within living memory** | Internet  Technology  Food  Toys  Homes  Fashion etc | * Use words and phrases about the past * Share basic opinions about the past * 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 | * Extinction * Ancestry * Empire * Independence * Settlement * Invasion * Rebellion * Revolution * Protest * Tyranny * Democracy * Evidence * Source * Monarchy * Republic * Freedom * A screen shot of a white background    Description automatically generatedSlaver |
| **Significant global and national events beyond living memory** | Extinction of the Dinosaurs  Fire of London  Great Plague  Civil War  Discovery of America  Circumnavigation of the World  Victorians – The Education Act  Votes for Women  WW1 and WW2  Coronation  Moon Landing |
| **Significant people from the past** | King John  William Caxton  Christopher Wren  Samuel Pepys  Florence Nightingale  Mary Seacole  Elizabeth Fry  Martin Luther King  Ghandi  Rosa Parks  Nelson Mandela  Christopher Columbus  Queen Victoria  Neil Armstrong  Tim Berners-Lee  Captain Scott of Antarctica |
| **Significant local events** | Civil War  Canals  Railways  Richard III  Castles  Evacuees  Refugees  Homes |

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| **KS2** | | | |
| **National Curriculum Knowledge** | | **Know how to:** | **Key Themes** |
| **Know about…** | **In the context of:** | **Develop understanding over time of key themes and ideas such as:** |
| **Pre-Roman Britain**   * Changes in modern Britain from the Stone Age to the Iron Age | * 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 | * Structure essays and enquiries with mostly relevant information * Use dates and terminology * Identify different interpretations of events in the past * Identify how diffe*rent periods in history have changed or stayed the same over different periods* * Give a judgement to an enquiry or issue in history * State criteria for making these judgements * Select mostly relevant sources to use in their work A screen shot of a white background    Description automatically generatedor argument * State facts that can be learnt from a source about an event or period in history | * Extinction * Ancestry * Empire * Independence * Settlement * Invasion * Rebellion * Revolution * Protest * Tyranny * Democracy * Evidence * Source * Monarchy * Republic * Freedom * Slavery |
| **Roman Britain**   * the Roman empire and its impact on Britain | * 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 |
| **Anglo-Saxons and Scots**   * Britain’s settlement by Anglo-Saxons and Scots | * 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 |
| **Anglo-Saxons and Vikings**   * the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: | * 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 |
| **Local History**     * an aspect of local history | * 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 |
| **Extended Chronological Study**   * an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | * the changing power of monarchs using case studies such as John, Anne and Victoria * 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 Britain |
| **Ancient Civilisation**   * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one | * Ancient Sumer; * The Indus Valley; * Ancient Egypt; or * The Shang Dynasty of Ancient China |
| **Ancient Greece**   * Greek life and achievements and their influence on the western world | * Greek Myths * Gods and Goddesses * Democracy |
| **Non-European Study**   * a non-European society that provides contrasts with British history | * Early Islamic civilization, including a study of Baghdad c. AD 900; * Mayan civilization c. AD 900; or * Benin (West Africa) c. AD 900-1300 |