

## Our Curriculum Aims:

The curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously
- to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.



# History 2018-2019

## History Skills:

At Cranmere, we aim to improve the children's enquiry skills, knowledge and concepts so they develop an ever deeper understanding of people and societies. Getting better at history requires the children to understand and experience all aspects of the disciplines to be developed together.

The Historical skills covered are:

- Chronological Understanding**
- Range and Depth of Historical Knowledge**
- Interpretations of History**
- Historical Enquiry**
- Organisation and Communication**



## Creative Curriculum.

*History is often taught in cross-curricular lessons. However, to ensure we cover the National Curriculum, we map out key curriculum topics across the year groups.*

### **The children in Key Stage 1 at Cranmere will learn about:**

- Changes within living memory - Toys
- The lives of significant individuals in the past who have contributed to national and international achievements. In year 2, children will look at the work and life of famous nurses.
- Significant historical events, people and places in their own locality (The Fire of London).
- Events beyond living memory that are significant nationally or globally.

### **The children in Key Stage 2 at Cranmere will learn 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
- The achievements of the early Islamic and Greek civilizations
- Ancient Egypt
- The Tudors
- World War II



	Autumn Term	Spring Term	Summer Term
Nursery	Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Reception	Talk about who is in my family and what I like doing. Children talk about their families and people who are significant to them. PC – Children enjoy joining in with family customs and routines. BI – Create simple representations of events, people and objects. U – Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.	<b>TW ELG 2</b> Children talk about the features of their own immediate environment & how environments might vary from one another.	<b>TW ELG 1</b> Children know about similarities & differences in relation to places, objects, materials & living things.  <b>TW ELG 3</b> Children make observations of animals & plants & explain why some things occur, & talk about changes. <b>ELG-People communities</b> 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
Year 1 Significant people: John Cobb, Wright Brothers, Billy Jean King	<b>History of Buildings/Toys</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<b>History of Transport</b> Changes within living memory. In particular, the development of technology within the year 1 topic Transport.	
Year 2 Significant people: Florence Nightingale, Mary Seacole, Edith Cavell	<b>(Famous Nurses)</b> Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.	<b>The Great Fire of London.</b> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].	<b>The Titanic</b> Children will learn about significant historical events and the effect the sinking of The Titanic had.
Year 3 Significant people: Henry VIII	<b>Changes in Britain from the Stone Age to the Iron Age</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.		<b>Hampton Court and Henry V111 ( A Local History study)</b> Significant historical events, people and places in their own locality. In year 2, children will look at the life Henry VIII and his affect on the local people. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

<p><b>Year 4</b> Significant people: Julius Caesar, Boudica</p>	<p><b>The Roman Empire and its impact on Britain</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>		<p><b>WW2</b> Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
<p><b>Year 5</b> Significant people: Neil Armstrong, Buzz Aldrin</p>	<p><b>Ancient Egyptians</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p><b>Vikings /Anglo Saxon</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p><b>Highwayman</b> Significant historical events, people and places in their own locality.</p>
<p><b>Year 6</b> JF Kennedy Andy Warhol</p>	<p><b>Ancient Greeks/Maya</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		<p><b>Through the Decades/Black History</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Study the impact of individuals and their impact on the world.</p>