

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 2019-2020

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. Focus on Handa's Surprise.	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.	TW ELG 2 Children talk about the features of their own immediate environment & how environments might vary from one another.	TW ELG 1 Children know about similarities & differences in relation to places, objects, materials & living things. TW ELG 3 Children make observations of animals & plants & explain why some things occur, & talk about changes. ELG-People 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
Year 1 Significant people: John Cobb, Wright Brothers, Billy Jean King	History of Buildings/Toys Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, placing known events and objects in chronological order. Children use common words and phrases relating to the passing of time, talking, drawing or writing about aspects of the past.	History of Transport Changes within living memory. In particular, the development of technology within the year 1 topic Transport. Understand similarities and differences between ways of life in different periods (including artefacts), understanding key events.	Billy Jean King Learn about a significant individual by studying her life and the impact and achievements she has made. Emphasis on Historical Interpretation.
Year 2 Significant people: Florence Nightingale, Mary Seacole	(Famous Nurses) Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and	The Great Fire of London. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.	The Titanic Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

	<p>differences between ways of life in different periods.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understand key features of events.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Mary Seacole, Florence Nightingale)</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing drawing and writing.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understand key features of events.</p> <p>Describe events beyond living memory that are significant nationally or globally. (Great Fire of London)</p> <p>Describe significant historical events, people and places in his/her own locality.</p> <p>Describe significant historical events, people and places locally.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understand key features of events.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Record what he/she has learned by drawing drawing and writing.</p>
<p>Year 3 Significant people: Henry VIII</p>	<p>Changes in Britain from the Stone Age to the Iron Age 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.</p> <p>Understanding of events, people & change.</p> <p>Chronological Understanding- using a range of common words and phrases relating to the passing of time, including AD and BC.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p>	<p>Hampton Court and Henry VIII (A Local History study) Significant historical events, people and places in their own locality. In Year 3, children will look at the life Henry VIII and his affect on the local people.</p> <p>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. (Spring 2)</p> <p>Understanding of events, people & change</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where the people and events that they are learning about fit within a chronological framework.</p>	<p>Hampton Court and Henry VIII (A Local History study) Significant historical events, people and places in their own locality. In Year 3, children will look at the life Henry VIII and his affect on the local people.</p> <p>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. (Summer 1)</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where the people and events that I'm learning about fit within a chronological framework.</p> <p>Understanding of events, people & change</p> <p>Use a variety of resources to find out about aspects of life in the past.</p>
<p>Year 4 Significant people: Julius Caesar, Boudica</p>	<p>The Roman Empire and its impact on Britain 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</p>		<p>WW2 (Battle of Britain) – Local Area study (The affect the war had on the children in the local area 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. Children also</p>

	<p>influenced and been influenced by the wider world.</p> <p>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>Children can use historical terms related to a period of History and use Historical enquiry, using a variety of resources to find out about aspects of life in the past. Can place historical periods in a chronological framework.</p>		<p>understand that sources can contradict each other and can use sources of information in ways that go beyond simple observations to answer questions about the past. Communicate their learning in an organised and structured way, using appropriate terminology.</p>
<p>Year 5</p> <p>Significant people: Neil Armstrong, Buzz Aldrin</p>	<p>Ancient Egyptians</p> <p>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. Order events on a timeline and give some reasons for some important historical events. Historical interpretation - evaluate the usefulness of a variety of sources, making comparisons between aspects of periods of history and the present day. Understands the type of information available depends on the period of time studied. Present findings and communicate knowledge and understanding in different ways.</p>	<p>Vikings /Anglo Saxon</p> <p>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. Order events on a timeline and give some reasons for some important historical events. Historical interpretation - evaluate the usefulness of a variety of sources, making comparisons between aspects of periods of history and the present day. Understands the type of information available depends on the period of time studied. Present findings and communicate knowledge and understanding in different ways. Provide an account of an historical event based on more than one source.</p>	<p>Highwayman</p> <p>Significant historical events, people and places in their own locality. Historical Organisation and communication - present findings and communicate knowledge and understanding in different ways. Historical enquiry provide an account of an historical event based on more than one source. Understand that the type of information available depends on the period of time studied.</p>
<p>Year 6</p> <p>Homer (Iliad and Odyssey) Alexander the Great Andy Warhol</p>	<p>Ancient Mayans</p> <p>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. Describe a non-European society that provides contrasts with British history -</p>	<p>Ancient Greeks</p> <p>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. Describe a study of Ancient Greek life and achievements and their influence on the western world.</p>	

	<p>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</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Use evidence to support arguments.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Use evidence to support arguments and construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
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