

History Curriculum

Suggested activities for each unit in blue, page numbers refer to the CQ History Companion (available on Sharepoint). This document should be used for medium and short term planning.

	Autumn	Spring	Summer															
	<ul style="list-style-type: none">- Each unit should have a focus on chronology and consider other events going on in the world at the same time, e.g, Aztecs and the Tudors.- Use a range of sources/artefacts to deduce information about the past.																	
Early Years	<table><tr><th colspan="3">History</th></tr><tr><td>Three and Four-Year-Olds</td><td colspan="2">Understanding the World</td><td><ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.</td></tr><tr><td>Reception</td><td colspan="2">Understanding the World</td><td><ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.</td></tr><tr><td>ELG</td><td>Understanding the World</td><td>Past and Present</td><td><ul style="list-style-type: none">• Talk about the lives of 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.• Understand the past through settings, characters and events encountered in books read in class and storytelling.</td></tr></table>			History			Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.	Reception	Understanding the World		<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.	ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of 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.• Understand the past through settings, characters and events encountered in books read in class and storytelling.
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Year 1	<p>Significant events - The Gunpowder Plot (Page 40 – 41) Investigate and interpret the past</p> <ul style="list-style-type: none">• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.	<p>Significant people - Mary Anning/Grace Darling (page 10 – 11) Investigate and interpret the past</p> <ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?	<p>Significant events - Moon landing (Page 56 – 57)/Space explorers – Neil Armstrong (page 28 – 29)/Tim Peake Investigate and interpret the past</p> <ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?															

	<ul style="list-style-type: none"> Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. <p>Communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers; Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Key vocabulary – treason, government, Houses of Parliament, conspirators, persecuted, centuries.</p>	<ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers. Key vocabulary – significant, heroine, bravery, natural history, society. 	<ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have happened in their own life. <p>Communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers. <p>Key vocabulary – exploration, achievements, rivals, orbit, breakthrough.</p>
Year 2	<p>Significant people - The Queens – Queen Victoria (page 12 – 13) and Queen Elizabeth II (page 26 – 27)</p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. 	<p>Significant events - Great Fire of London (Page 40 – 41) The Plague (Page 34 – 35)</p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. 	<p>Significant people - Rosa Parks (page 20 – 21) and Martin Luther King (page 24 – 25)</p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past.

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Year 3	The Stone Age (Page 3 – 7) Key vocabulary – ancestors, historical sources, archaeologists, scavenging, predators. Investigate and interpret the past <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. 	The Roman Empire (Page 17 – 21) Key vocabulary – frontiers, territory, assassinated, emperor, sanitation, preservation, mosaics, erosion, construction. Investigate and interpret the past <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. 	Ancient Egypt (Page 31 -35) Key vocabulary – fertile, irrigation, rituals, archaeologists, canopic jars, sarcophagus, mummy, temples, engineering, preserve, embalmed, pharaoh, afterlife, eternity. Investigate and interpret the past <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Use more than one source of evidence for historical enquiry in order

	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. 	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe changes that have happened in the locality of the school throughout history. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. 	<p>to gain a more accurate understanding of history.</p> <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest around the world. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Year 4	<p>The Iron Age (Page 12 – 15) Key vocabulary - conquest, fortified, civilisation, ore, blacksmith, surplus, dominant. Investigate and interpret the past</p>	<p>World War 2 – local study/children (Non-CQ theme) Key vocabulary – allies, axis, Blitz, evacuation, rationing, propaganda, blackout, Anderson shelter, evidence, leaders.</p>	<p>The Vikings (Page 26 – 29) Key vocabulary – Scandinavia, explorers, raid, colonise, navigation, descendant. Investigate and interpret the past</p>

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Year 5	<p>The Victorians (page 32 – 35) Key vocabulary – empire, poverty, revolution, conditions, innovations, economy, parliament, exploration. Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. 	<p>Explorers throughout History (Page 26 – 27) Key Vocabulary – exploration, significant, centuries, resources, civilisations, expanded Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Seek out and analyse a wide range of evidence in order to justify claims about the past. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Give a broad overview of life in Britain from medieval until the Tudor and Stuart times. <p>Understand chronology</p>	<p>Ancient Greece (Page 3 – 7) Key vocabulary – architects, engineering, civilisations, democratic, artefacts, citizens. Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Seek out and analyse a wide range of evidence in order to justify claims about the past. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Compare some of the times studied with those of the other areas of interest around the world. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as:

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Year 6	<p>The Tudors (Page 28 – 31) Key vocabulary – civil war, prosperity, heir, reign, devout, parliament, monarch, reformation, dissolution of the monasteries. Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Give a broad overview of life in Britain from medieval until the Tudor and Stuart times. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, 	<p>The Second World War (Page 36 – 39) Key vocabulary – Holocaust, propaganda, dispute, rationing, evacuation, atomic, decades, significant. Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of propaganda and how historians must understand the social context of evidence studied. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Give a broad overview of life in Britain from medieval until the Tudor and Stuart times. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<p>The Aztecs (Page 8 -11) Key vocabulary – conquered, influence, engineered, textiles, aqueducts, ceremonies, nomadic, conquistadors, irrigation, chinampas, Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Give a broad overview of life in Britain from medieval until the Tudor and Stuart times. • Compare some of the times studied with those of the other areas of interest around the world. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
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	<p>representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
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