

History

Intention

At Stamford Bridge Primary School, we provide a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. Our pupils work hard to know and understand about significant aspects of the history of the wider world like ancient civilisations and empires, changes in living memory and beyond living memory, learn about the lives of significant people of the past, understand the methods of historical enquiry and are able to ask and answer questions. Our children develop an enjoyment and love of learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Key Stage 1

Attainment targets (National Curriculum)

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Skills

With the attainment targets in mind, the following skills have been devised to ensure that the History curriculum is progressive and skills based.

Key Stage 1

Y1 – To investigate and interpret the past	Y2 - To investigate and interpret the past
I can observe and handle evidence to ask questions and find answers to questions about the past. I can ask questions such as: What was it like for people? What happened? How long ago?	I can use artefacts, pictures, stories and online sources to find out about the past. I can identify some of the different ways the past has been represented, for example diaries and pictures.

Why?	
Y1 – To build an overview of world history	Y2 – To build an overview of world history
I can describe historical events.	I can describe significant people from the past. I can recognise that there are reasons why people in the past acted as they did.
Y1 – To understand chronology	Y2 – To understand chronology
I can place events and artefacts in order on a time line. I can use historical vocabulary including older and newer.	I can recount changes that have occurred in my own life. I can use historical vocabulary including past and present. I can use dates (if appropriate).
Y1 – To communicate historically	Y2 – To communicate historically
I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years to describe the passing of time.	I can show an understanding of the history of Stamford Bridge. I can show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.

Key Stage 2

Attainment targets (National Curriculum)
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● Changes in Britain from the Stone Age to the Iron Age. This could include: <ul style="list-style-type: none"> ➤ 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 ● The Roman Empire and its impact on Britain. This could include: <ul style="list-style-type: none"> ➤ 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 ● Britain’s settlement by Anglo-Saxons and Scots. This could include: <ul style="list-style-type: none"> ➤ 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
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:
 - 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
- A local history study. This could include:
 - A 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
 - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. This could include:
 - 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.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – 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.

Lower Key Stage 2

Y3 – To investigate and interpret the past	Y4 - To investigate and interpret the past
<p>I can ask questions about the past. I can use sources to find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries.</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>

	I can suggest causes and consequences of some of the main events and changes in history.
Y3 – To build an overview of world history	Y4 – To build an overview of world history
I can describe changes that have happened in the locality of the school throughout history.	I can find similarities and differences of some of the periods studied with my life now. I can describe how a past society is diverse. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Y3 – To understand chronology	Y4 – To understand chronology
I can place events, artefacts and historical figures on a time line using dates. I can understand the concept of change over time.	I can use dates and historical vocabulary to describe events where needed.
Y3 – To communicate historically	Y4 – To communicate historically
I can use appropriate historical vocabulary to communicate, including: dates, time period, change, chronology, decades and centuries.	I can use English, maths and computing skills to a good standard in order to communicate information about the past.

Upper Key Stage 2

Y5 – To investigate and interpret the past	Y6 - To investigate and interpret the past
I can use sources of evidence to deduce information about the past. I can select suitable sources of evidence, giving reasons for choices. I can identify primary and secondary sources.	I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. I know what bias is and that does not make a source worthless. I understand that no single source of evidence gives the full answer to questions about the past.

Y5 – To build an overview of world history	Y6 – To build an overview of world history
<p>I can identify continuity and change in the history of the locality of the school.</p> <p>I can compare some of the times studied with those of the other areas of interest around the world.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, and use one of these to inform my written work.</p>
Y5 – To understand chronology	Y6 – To understand chronology
<p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I can represent important events on a time line, understanding the terms BC and AD and using these within my timeline to order events.</p> <p>I can use dates and historical vocabulary accurately in describing events.</p>
Y5 – To communicate historically	Y6 – To communicate historically
<p>I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p>	<p>I can use English, maths and computing skills to an age-appropriate standard in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p>