

<p>Curriculum objectives</p> <p>To know and understand events, people and changes in the past</p>	<p>Curriculum aims</p> <ol style="list-style-type: none"> 1. 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 2. 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 3. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ 4. 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 5. 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 6. 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>To investigate sources of evidence</p> <p>To recognise historical interpretation</p>	<p>Statutory curriculum content</p>					
<p>To gain historical perspective</p> <p>To organise and communicate historical analysis</p>	<p style="text-align: center;">YEAR ONE</p> <p>Autumn: Changes in toys through time</p> <p>Spring: The lives of significant individuals in the past who have contributed to national and international achievements – Florence Nightingale and Mary Seacole</p> <p>Summer: Events beyond living memory that are important globally – The Black Country and the Industrial Revolution</p>	<p style="text-align: center;">YEAR TWO</p> <p>Autumn: Significant historical events, people and places in our own locality/changes within living memory – Windrush and immigration</p> <p>Spring: Events beyond living memory that are important nationally – The Great Fire of London</p> <p>Summer: The lives of significant individuals in the past – Queen Elizabeth II and our monarchy</p>	<p style="text-align: center;">YEAR THREE</p> <p>Autumn: Changes in Britain from the Stone Age to the Iron Age</p> <p>Spring: The Roman Empire and its impact on Britain (introduce elements of diversity within Roman Empire and Roman citizens, and how this was evidenced in Britain)</p> <p>Summer: Britain’s settlement by Anglo-Saxons and Scots</p>	<p style="text-align: center;">YEAR FOUR</p> <p>Autumn: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Spring: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p style="text-align: center;">YEAR FIVE</p> <p>Autumn/spring: A local history study - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) or a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – local figures of importance (e.g. ex-Woodfield alumni, such as Rachel Heyhoe-Flint, Nigel Slater, Beverley Knight, or famous Wulfrunians such as Tessa Sanderson, Denise Lewis, Meera Syal, Sathnam Sanghera) and individual studies focussing on children’s family history</p> <p>Summer: A non-European society that provides contrasts with British history – Ancient Kingdom of Benin</p>	<p style="text-align: center;">YEAR SIX</p> <p>Autumn: A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066 and a significant turning point in British history - WW2 – ensuring diverse viewpoints and experiences, particularly in relation to women and participants from different countries</p> <p>Summer: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<p>Assessment milestone one</p>						
<p><u>LO: To investigate sources of evidence</u></p> <p>I can observe or handle evidence to ask questions and find answers to questions about the past</p> <p>I can ask questions such as: What was it like for people? What happened? How long ago?</p>	<p><u>LO: To recognise historical interpretation</u></p> <p>I can use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>I can identify some of the different ways that the past has been represented</p>	<p><u>LO: To gain historical perspective</u></p> <p>I can describe historical events</p> <p>I can describe significant people from the past</p> <p>I recognise that there are reasons why people in the past acted as they did</p>	<p><u>LO: To know and understand events, people and changes in the past</u></p> <p>I can place events and artefacts in order on a time line</p> <p>I can label time lines with words or phrases such as: past, present, older and newer</p> <p>I can recount changes that have occurred in my own life</p> <p>I can use dates where appropriate</p>	<p><u>LO: To organise and communicate historical analysis</u></p> <p>I can use words and phrases such as ‘a long time ago’, ‘recently’, ‘when my parents/carers were children’, ‘years’, ‘decades’ and ‘centuries’ to describe the passing of time</p> <p>I can show an understanding of the concept of nation and a nation’s history</p> <p>I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace</p>		
<p>Assessment milestone two</p>						
<p><u>LO: To investigate sources of evidence</u></p> <p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p>	<p><u>LO: To recognise historical interpretation</u></p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>I can suggest causes and consequences of some of the main events and changes in history.</p>	<p><u>LO: To gain historical perspective</u></p> <p>I can describe changes that have happened in the locality of the school throughout history.</p> <p>I can give a broad overview of life in Britain from ancient until medieval times.</p> <p>I can compare some of the times studied with those of 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.</p>	<p><u>LO: To know and understand events, people and changes in the past</u></p> <p>I can place events, artefacts and historical figures on a time line using dates.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>I can use dates and terms to describe events.</p>	<p><u>LO: To organise and communicate historical analysis</u></p> <p>I can use appropriate historical vocabulary to communicate dates.</p> <p>I can use appropriate historical vocabulary to communicate time period.</p> <p>I can use appropriate historical vocabulary to communicate era.</p> <p>I can use appropriate historical vocabulary to communicate change.</p> <p>I can use appropriate historical vocabulary to communicate chronology.</p> <p>I can use English, maths and computing skills to a good standard in order to communicate information about the past.</p>		



History

<u>Assessment milestone three</u>				
<p><u>LO: To investigate sources of evidence</u> 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 use sources of information to form testable hypotheses about the past. I can seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p><u>LO: To recognise historical interpretation</u> I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. I can understand that no single source of evidence gives the full answer to questions about the past. I can refine lines of enquiry as appropriate.</p>	<p><u>LO: To gain historical perspective</u> I can identify continuity and change in the history of the locality of the school. I can give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. I can compare some of the times studied with those of the other areas of interest around the world. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p><u>LO: To know and understand events, people and changes in the past</u> I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can identify periods of rapid change in history and contrast them with times of relatively little change. I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. I can use dates and terms accurately in describing events.</p>	<p><u>LO: To organise and communicate historical analysis</u> I can use appropriate historical vocabulary to communicate dates. I can use appropriate historical vocabulary to communicate time period. I can use appropriate historical vocabulary to communicate era. I can use appropriate historical vocabulary to communicate change. I can use appropriate historical vocabulary to communicate chronology. I can use appropriate historical vocabulary to communicate continuity. I can use appropriate historical vocabulary to communicate century. I can use appropriate historical vocabulary to communicate decade. I can use appropriate historical vocabulary to communicate legacy. I can use English, maths and computing skills to an exceptional standard in order to communicate information about the past. I can use original ways to present information and ideas.</p>