

# History Curriculum Intentions



## End of Year Curriculum Intent Statement

Year Group	End Point for Year Group
A Historian in Ladybugs will...	<p>experience: Share photos of families and themselves as babies.. Role play baby dolls and home corner.</p> <p>be able to: Begin to talk of themselves growing up, single words e.g mummy , baby, daddy</p>
A Historian in Mighty Oaks will...	<p>experience: family and growing stories, keyworker board baby and family photos. Daily record of the day of the week. Discuss seasons. (Developing an understanding of changes over time) Listen to stories involving time language e.g. a long, long time ago. Role play families.</p> <p>...be able to: to talk about their ages and growing up, how old they were. Know that they used to be a baby. Use time related language- Understand some talk about immediate past, ie before, soon and later.</p>
Key Vocabulary	Key assessment of learning questions
Baby, now, next, their age, grandparents, older, younger, mum and dad,	Talk about special events in the past, how old they are and who is older and younger than them, talk about growing and babies and what they need
Logical Progression Links to Enhance Long Term Memory (learning)	baby visitors, home stories, Grandparents Tea Party, review time, celebrate Birthdays, festivals and special events throughout the year e.g. Guy Fawkes Night
A Historian in Reception will...	<p>experience: stories about growing up and families. Sorting baby artefacts, describing what they are used for. Record how they have changed since being a baby. Experience a range of visitors from different occupations, discuss future jobs when they are an adult.</p> <p>Discuss concept 'long time ago' through stories, traditional tales and dinosaurs topic.</p>



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		<p>...be able to: Use everyday language related to time. Be able to talk about some things e.g. dinosaurs or them as a baby belonging to the past only. Draw/record and talk about past events. Sequence events in the correct order. To be able to talk to grandparents about past events in their era.</p>
<b>Key Vocabulary</b>		<b>Key assessment of learning questions</b>
<p>Baby, age, adult, child childhood, grandparent, long ago, past</p>	<p>Model and extend language- In the past</p>	<p>Evidence me, Observations, recording of vocabulary</p>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>		<p>baby bathing, home stories, Grandparents Tea Party, review time, celebrate Birthdays, festivals and special events throughout the year. Different stories e.g. once there were giants.</p>
<p>A Historian in Year 1 will...</p>		<p>...know:</p> <ul style="list-style-type: none"> <li>• how household gadgets (hoovers, irons, hot water bottles, washing machines etc) have changed</li> <li>• changes to the railway within living memory and the work of George Stephenson</li> <li>• the great fire of London was a significant national event</li> <li>• why bonfire night is celebrated</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• look at how technology has changed household items</li> <li>• Describe how the railway changed life in Britain.</li> <li>• Compare and contrast life before and after the railway. (Modern railway)</li> <li>• Sequence the Great Fire of London and describe how it changed building laws and the introduction of the fire service.</li> <li>• Explain who Guy Fawkes is and why we remember him</li> </ul>
<b>Key Vocabulary</b>		<b>Key assessment of learning questions</b>



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<p>Guy Fawkes Gunpowder Plot Parliament George Stephenson Steam Engine Railway River Thames Fire London</p>	<p>What would it be like to travel on a steam train? Can you tell me how trains have changed? Who was Guy Fawkes? Who was George Stephenson? How did the people in London feel during the Great Fire of London? Can you tell me how to stay safe on Bonfire Night?</p>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>	<p>Attingham/Shrugborough Steam train journey &amp; model railway- Telford Steam Railway Outdoor role play - bakery, D&amp;T fire engines, linked to music - glockenspiels Grandparents Tea Party,</p>
<p>A Historian in Year 2 will...</p>	<p>... know:</p> <ul style="list-style-type: none"> <li>• About the life of Florence Nightingale and Mary Seacole and how they have contributed to national and international achievements.</li> <li>• The Olympic Event and how it is significant globally and to the UK. (Much Wenlock)</li> <li>• How the Darby Family were significant in the development of Telford and the wider World.</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Compare aspects of lives in different periods and how this has impacted on our own lives today.</li> <li>• To be able to ask and answer questions using stories and sources to show that they know and understand key features of events.</li> <li>• Introduce historical periods that learning will be built upon in key stage 2. (The Industrial Revolution).</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>Key assessment of learning questions</b></p>



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<p>Florence Nightingale Crimean war hygiene Mary Seacole Turkey Scutari Hospital disease soldiers school for nurses training</p>	<p>Abraham Darby (I/II/III) bridge cast iron blast furnace industrial revolution Olympics Wenlock Greece medal athlete competitor</p>	<p>How would life be different if Florence had not made the school for nurses? Tell me why the Darby family were important in the industrial revolution? How has the Olympics changed over time?</p>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>		<ul style="list-style-type: none"> <li>• Residential Trip to Ironbridge. (Visit to Coalbrookdale Church, designed by Darby Family. Blists Hill visit to look at life during the Victorian times).</li> <li>• Much Wenlock trip to Wenlock Edge. (Links to Science, Healthy Eating Unit and Art).</li> </ul> <p>Link to Rosa Parks and Black History Month.</p>
<p>A Historian in Year 3 will...</p>	<p>...know:</p> <ul style="list-style-type: none"> <li>• How farming developed during the Stone Age and Bronze Age.</li> <li>• What religion the Stone Age and Bronze Age people followed and how.</li> <li>• How the Stone Age and Bronze Age people lived and how their cultures developed.</li> <li>• About the invasions of Julius Caesar, the Roman Empire and Cladius.</li> <li>• How the Celts (led by Boudicca) fought to defend their land.</li> <li>• About developments in civilizations, technology and culture created by the Romans.</li> <li>• That the Romans were vital in establishing Christianity in England.</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Describe the habits of hunter gathers and compare them to Bronze Age farmers.</li> <li>• Compare Stone Age religious ceremonies with those of the Bronze Age.</li> <li>• Explain what life was like for Stone Age and Bronze Age people.</li> <li>• Explain the difference between and the significance of BC and AD dates.</li> <li>• Use a timeline to order the key events of the Roman period.</li> </ul>	



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				<ul style="list-style-type: none"> <li>Understand why the actions of leaders at this time were significant and why they reacted as they did.</li> <li>Describe key local Roman sites such as Wroxeter and Chester.</li> </ul>
<b>Key Vocabulary</b>				<b>Key assessment of learning questions</b>
Palaeolithic Mesolithic Neolithic Stone Age Artefacts Archaeologist Flint weapons tools Ceremonies Hunter gatherers Cave paintings Religion	Bronze Age Pottery Stonehenge Warriors Thatched Bronze Farmers	Iron Age Armour Shield Hillforts Blacksmith Celts  hill forts: tribal kingdoms, farming, art and culture	Romans Celts Boudicca Roman Empire Julius Caesar Leader culture	Describe the changes in farming from ____ to ____. Compare and describe tools and weapons from _____ and _____. How did warriors develop over time?
<b>Logical Progression Links to Enhance Long Term Memory (learning)</b>				<ul style="list-style-type: none"> <li>Stone Age exhibition at Shrewsbury Museum.</li> <li>Consider the use of Romans as a transition unit feeding into Year 4.</li> <li>Trip to Wroxeter/ Chester.</li> <li>Link to RE.</li> <li>Link to Science -rocks and soils.</li> </ul>
A Historian in Year 4 will...				...know: <ul style="list-style-type: none"> <li>reasons why different groups settled in the past</li> <li>that Britain has been invaded by several different groups over time including names of groups.</li> <li>that Britain would have been an important country to have invaded and conquered.</li> <li>Rome withdrew from Britain in AD 410 and causes for this withdrawal.</li> </ul>



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- Scots invaded after Roman withdrawal.
- The impact of Anglo-Saxon invasion and settlement, including place names, village life, art and culture on modern British life.
- How the kingdoms of Egypt unified.
- How the Egyptians worshipped their gods and the importance of the afterlife.
- How the pyramids were constructed and the role of slaves in Ancient Egypt.
- The date and causes for the beginning of the Industrial Revolution alongside how it affected the life of children.

...be able to:

- describe events from the past using dates when things happened using the words ancient and century.
- use a timeline within a specific time in history to set out the order things may have happened
- recognise and quantify the different time periods that exists between different groups that invaded Britain
- suggest why certain events happened as they did, why people acted in certain ways and how this impacts us today.
- Understand trends and connections over time and use appropriate historical terms.
- Devise questions about change, cause, similarity, difference and significance.
- Understand that our knowledge of the past is constructed from a range of sources.
- Use a range of relevant historical sources to construct informed responses.

## Key Vocabulary

## Key assessment of learning questions

Egyptians

Pharaoh

Scribe

Hieroglyphics

Tomb

Ancient

Anglo Saxons

Anglo

Saxons

Settlement

Vikings

Invade

Industrial

revolution

Mining

Industry

Labour

Industrial

Egyptians

Explain the role of the pyramids in ancient Egypt.

Anglo Saxons

List two reasons why the Saxons chose to settle in Britain?



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<p>Sarcophagus Priest Mummification Canopic Pyramid</p>	<p>Kingdoms Village</p>	<p>Revolution Factory Resources Quarry</p>	<p><u>Industrial Revolution</u> Would you prefer to be a child in the Industrial revolution or the present day?</p>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>			<p>Continue in-depth study of elements of Ancient Egypt through Literacy and Guided Reading. Use the Time Travelling Cat as Guided Reading to compare modern day to Ancient Egypt. Immerse the children in Egyptian culture through art project. (Canopic Jars) Plan a trip for the children to be exposed to the conditions of the Industrial Revolution, such as Black Country museum or Quarry Bank (National Trust). Links to Literacy, using Anglo-Saxon themed text.</p>
<p>A Historian in Year 5 will...</p>			<p>know:</p> <ul style="list-style-type: none"> <li>• About how important the locality of Ironbridge was to the Industrial Revolution such as access to natural resources (River Severn, mining), transport, the impact on the local community (job opportunities) and the shift from agriculture to mining.</li> <li>• About when and how the Vikings invaded Anglo-Saxon Britain, key battles (to the time of Edward the Confessor) and the impact that this had on shaping modern Britain.</li> <li>• About Maya beliefs and similarities and differences to modern world religions in the present day.</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Use dates and historical language</li> <li>• Use primary and secondary sources and artefacts to deduce and infer information</li> <li>• Compare between historical periods; explaining things that have changed and things which have stayed the same</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p>			<p style="text-align: center;"><b>Key assessment of learning questions</b></p>



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<p>Invade/Settle/Conquer Anglo-Saxons/Vikings/Maya Longboat Industrial/Industrial Revolution Agriculture Mining Civilisation Astronomy Sources/Artefacts - Reliability Chronological</p>	<p>Why did the Vikings invade and settle in Britain? How did the Vikings travel and trade? What was life like in Viking Britain? How was the Ironbridge important locally and nationally? What was the industrial revolution and why did it happen? How did the industrial revolution affect people's lives? Why did the Mayan civilisation collapse?</p>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>	<p>Geography - local study (counties and River Severn). Ironbridge/ River Severn trip. Mining society visitor Themed Viking day- battles/invasions</p>
<p>A Historian in Year 6 will...</p>	<p>...know:</p> <ul style="list-style-type: none"> <li>• how the Ancient Greeks have influenced modern life</li> <li>• how crime and punishment has evolved from the Anglo-Saxons to the present day</li> <li>• how WW1 was a significant turning point in British history due to inventions and technology</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Place and summarise a specific event on a timeline chronologically</li> <li>• recognise and describe differences and similarities/ changes and continuity between different periods of history</li> <li>• describe a key event from evidence from different sources</li> <li>• independently select different sources of information to plan an enquiry</li> <li>• evaluate the effectiveness of different sources (primary and secondary)</li> <li>• refer to different sources in my written and oral answers?</li> <li>• explain why Ancient Greece has had an influence on the western world (art, literature and architecture)</li> <li>• appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</li> </ul>



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		<ul style="list-style-type: none"> <li>• identify and explain my understanding of propaganda and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>• communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out</li> </ul>
<b>Key Vocabulary</b>		<b>Key assessment of learning questions</b>
British / local / world history Period Connections Contrasts Trends / change / cause Similarity / difference Significance Critical Arguments perspective Sources - primary / secondary Evidence Diversity Societies Judgement	Relationships Challenges Chronological Timeline Influence Civilisations Dissolution Achievements Empire Parliament Peasantry Consequence Continuity Change / contrast Analyse Interpretation Religious / cultural Economic Military Political Time scales	Where on a historical timeline would X be? How does the evidence show you that X happened? What was the cause of X event? Who was responsible for this event happening? Where did x event take place?



# History Curriculum Intentions

<b>Logical Progression Links to Enhance Long Term Memory (learning)</b>	Visit to Imperial War museum Manchester Visit to Shrewsbury Prison
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<b>End of Key Stage Curriculum Intent Statement</b>		
<b>Early Years</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<p>A Historian by the end of <b>Early Years</b> will...</p> <p>...experience:</p> <ul style="list-style-type: none"> <li>Sharing stories about their families</li> <li>Talking about how they have changed since a baby</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>Retell events in their life e.g. their birthday</li> <li>Use time words when referring to the past</li> </ul>	<p>A Historian by the end of <b>Key Stage One</b> will...</p> <p>...know:</p> <ul style="list-style-type: none"> <li>Changes within living memory focusing on transport</li> <li>Events beyond living memory that are significant nationally or globally: The Great Fire of London and The Ancient Olympics.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements: Guy Fawkes, Florence Nightingale and Mary Seacole.</li> <li>Significant historical events, people and places in their own locality: The Darby Family and Thomas Telford.</li> </ul> <p>...be able to:</p>	<p>A Historian by the end of <b>Key Stage Two</b> will...</p> <p>...know:</p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A local history study about The Industrial Revolution and the importance of the Ironbridge</li> <li>The achievements of the earliest civilizations: Ancient Egypt.</li> <li>A non-European society: The Maya</li> </ul>



## History Curriculum Intentions

	<ul style="list-style-type: none"><li>• Use time-related vocabulary</li><li>• Ask questions about the past</li><li>• Compare significant individuals</li><li>• Sequence events</li><li>• Use primary sources of information to find out about the past.</li></ul>	<ul style="list-style-type: none"><li>• A study of crime and punishment from the Anglo-Saxons to the present</li><li>• Greek life and achievements and their influence on the western world</li><li>• That our knowledge of the past is constructed from a range of sources.</li></ul> <p>...be able to:</p> <ul style="list-style-type: none"><li>• Sequence events according to chronology</li><li>• Identify and explain connections, contrasts and trends over time</li><li>• Use time-related vocabulary</li><li>• Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• Use primary and secondary sources of evidence and evaluate their effectiveness</li></ul>
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### **End of Primary School Curriculum Intent Statement/School Ready for Key Stage Three**

A Historian at Newdale will...

Have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

...be able to:

- Sequence events according to chronology
- Identify and explain connections, contrasts and trends over time



## History Curriculum Intentions

- Use time-related vocabulary
- Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.
- Use primary and secondary sources of evidence and evaluate their effectiveness