

Purpose of Study

The Bridge School’s History curriculum identifies closely with the National curriculum in valuing the importance of pupils gaining a coherent knowledge and understanding of Britain’s past and that of the wider world. Effective History teaching should inspire curiosity and enable pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity.

Key areas of learning include: chronological understanding, historical enquiry, understanding events, people and changes in the past (historical concepts and historical perspectives), communication .

Through history our children will develop:-

- a knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts & processes
- a curiosity to know more about the past
- the ability to question and evaluate information
- the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- the ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources
- the ability to formulate and refine questions and lines of enquiry
- a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments
- the ability to construct informed responses that involve thoughtful selection and organisation of relevant historical information topics

Key Knowledge/Breadth of Study	
Key Stage 1	Key Stage 2
A knowledge of the lives of significant individuals in Britain’s past who have contributed to our nation’s achievements – explorers such as Emilia Earhart or Robert Scott, reformers such as William Wilberforce or Emmeline Pankhurst, medical pioneers such as Marie Curie or Florence Nightingale, scientists and engineers such as	<p>A knowledge of the changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> • c. 800,000 BC – AD 43 Stone Age is split into 3 parts – Iron Age ends with Romans conquering Britain • Significant places: Stonehenge and Skara Brae <p>The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> • 743 BC Rome founded – AD 43 Roman invasion of Britain – AD 60 Boudica’s

History skills, knowledge and vocabulary progress ladder

Isambard Kingdom Brunel, Professor Stephen Hawking or Mary Anning.

- Place them on a timeline
- Understand why they are 'significant'; know what their impact was on others.

A knowledge of key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year such as Gunpowder plot, Great Fire of London.

- Place event on a timeline
- Know the key people involved; answer the 5Ws about the event

A knowledge of significant historical events, people and places in their own locality: Royal Albert Bridge/Tamar Bridge, Pilgrim Fathers, Smeaton's Tower

- Place on a timeline
- Understand why it is significant to Saltash/Plymouth; impact on local area

rebellion

- Legacy of Romans on Britain today

Early Civilizations achievements and an in-depth study of the following: Ancient Egypt.

- c. 3100 BC Early settlers in the Nile Valley – AD 1922 Discovery of Tutankhamen's tomb
- Importance of the River Nile – Trade/Farming

Ancient Greece.

- 776 BC First Olympic Games – 146 BC Greece falls under the rule of the Roman Empire
- Greek Gods and Goddesses; Battle of Marathon and Trojan War

Britain's settlement by Anglo-Saxons and Scots.

- c. AD 410 Romans leave Britain
- Settlement by Anglo-Saxons and Scots; splitting of Britain into Kingdoms; introduction of Christianity

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- AD 700 Vikings ventured out of Scandinavia – AD 1066 Battle of Hastings
- Viking Invasion; compare Viking and Anglo-Saxon Leaders and settlements

A non-European society that contrasts with British history: Mayan Civilization.

- c. 2000 BC Mayan Civilisation starts in Central America – c. AD 900 Most Mayan cities deserted.
- Mayan Society; religion; trade

A study of an aspect in British history: Second World War.

- Sept 1939 Germany invades Poland – May 1945 Germany surrenders to Allies (August 1945 USA drops atomic bombs on Japan)
- Causes; role of women; impact of WWII and Blitz on Britain (Plymouth)

A local history study: Brunel/Railways/Victorian Saltash.

- AD 1819 Alexandria Victoria born – 1837 becomes Queen of Britain and Ireland – 1901 Queen Victoria dies
- Workhouses (Incorporation Workhouse in Catherine Street Plymouth); construction of Royal Albert Bridge (Saltash); South Western Railway reaches Plymouth

History skills, knowledge and vocabulary progress ladder

History skills, knowledge and vocabulary progress ladder - EYFS	
Year Group	Content
Nursery	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and their families history.
Reception	<ul style="list-style-type: none"> • Know there are seasons, days of the week • Know before and after as a concept • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Talk about the lives of the 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 • Know people in our communicates celebrate special days and these repeat annually

History skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
Chronological Understanding	Year 1	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present • Describe the things that happened to themselves and other people in the past • Order a set of events or objects based on when they happened
	Year 2	<ul style="list-style-type: none"> • Understand and use the words of the past and present when telling others about an event • Describe the things that happened to themselves and other people in the past • Order a set of events or objects based on when they happened and begin to use dates • GDS: Use a timeline to order objects or events chronologically using dates
	Year 3	<ul style="list-style-type: none"> • Understand that a time line can be organised in to BC (Before Christ) and AD (Anno Domini) and BCE/CE • Describe and order significant events within a period studied and compare to present day, using dates • Use a time line to place historical periods and events in chronological order and give reasons for their order • GDS: Use mathematical knowledge to work out how long ago events happened
	Year 4	<ul style="list-style-type: none"> • Understand that a time line can be organised in to BC/AD,BCE/CE and eras • Use mathematical skills to help work out the time differences between certain major events in history • Describe and order significant events and dates on a time line using prepositional language • Describe significant events within a period of history and how they have evolved over time • GDS: Use mathematical skills to round up time differences into centuries and decades
	Year 5	<ul style="list-style-type: none"> • Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales • Explain how significant events and dates have impacted on a period of time

History skills, knowledge and vocabulary progress ladder

History skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
Historical Enquiry	Year 6	<ul style="list-style-type: none"> • Research and explain the origins of a concept and its development through time • Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade • Independently place features of historical events and people from past societies and periods in a chronological framework • Independently place features of historical events and people from past societies and periods in a chronological framework • Identify and compare changes within and across different periods • Argue how a historical concept can have both continuity and change and the impact of this on society
	Year 1	<ul style="list-style-type: none"> • Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why...? • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites • Explore events, look at pictures, objects and artefacts and ask questions to compare • Look at books, videos, photographs, pictures and artefacts to build a picture about the past • Ask and answer questions about old and new objects • GDS: Explain why certain objects were different in the past • GDS: Ask relevant questions, using artefacts provided
	Year 2	<ul style="list-style-type: none"> • Recall different ways in which the past is represented • Ask questions and find out answers about the past such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' • Use a wide range of sources, including trips and eye witness accounts to build a picture about the past • Begin to identify the difference between primary and secondary sources • Communicate understanding of the past in a variety of ways • GDS: Research the past using multiple sources to find relevant information • GDS: Explain why different accounts of the past may vary
	Year 3	<ul style="list-style-type: none"> • Identify the difference between primary and secondary sources • Use primary and secondary sources as evidence about the past • Ask questions and find answers about the past from a range of sources such as 'how did people...?' 'what did people do for...' • Explore the idea that there are different accounts of history and why they exist • Suggest why certain events happened as they did • Recognise the part that archaeologists have had in helping us understand more about the past • GDS: Begin to use more than one source of information to bring together a conclusion about a historical event

History skills, knowledge and vocabulary progress ladder

History skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
	Year 4	<ul style="list-style-type: none"> Analyse and evaluate primary and secondary sources to collect evidence about the past Ask questions and find answers about the past, from a range of sources, evaluating the reliability Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis Know that people in the past represent events or ideas in a way that persuades others Construct and organise responses by selecting relevant historical data
	Year 5	<ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing probing questions to answer Know that people in the past could also have a point of view and that this can affect interpretation Give reasons why there may be different accounts of history Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion
	Year 6	<ul style="list-style-type: none"> Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints Create a historical account, using existing primary and secondary sources as evidence Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
Understanding of events, people and changes in the past (Historical concepts and perspectives)	Year 1	<ul style="list-style-type: none"> Recall some facts about people/events within living memory Describe how a significant person from the past has contributed to society Discuss change and continuity in an aspect if life e.g. holidays
	Year 2	<ul style="list-style-type: none"> Use information given to describe events and people beyond living memory Compare and contrast the differences within a locality, over time Give reasons why a significant person in the past may have made decisions in order to bring about change Identify similarities and differences between ways of life in different periods, including their own lives Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.
	Year 3	<ul style="list-style-type: none"> Use information given to describe key features of a time period

History skills, knowledge and vocabulary progress ladder

History skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Use evidence to find out about change during a time period • Identify reasons for and results of peoples actions in the past • Identify similarities and differences between different periods e.g. social, belief, local, individual
	Year 4	<ul style="list-style-type: none"> • Describe and make links between main events, situations and changes within and across different periods and societies • Research what life was like and the key features of a given time period • Identify similarities and differences between different periods and the causes behind them • Identify reasons for and results of peoples actions in the past and the explain the impact on modern day life • GDS: Recognise that people’s way of life in the past was dictated by a variety of factors
	Year 5	<ul style="list-style-type: none"> • Research and evaluate what life was like and the key features of a given time period • Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual • Offer explanations about why people in the past acted as they did • Give own reasons why changes may have occurred, backed up by evidence • GDS: Explain how major events have impacted on our lives, such as medicine, technology and natural disasters • GDS: Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past • GDS: Explore mankind’s greatest follies from a specific time period
	Year 6	<ul style="list-style-type: none"> • Research and formulate an opinion about what life would have been like and the key features of a given time period • Analyse trends between different periods and the causes behind them • Give reasons why some events, people or developments are seen as more important than others • Create a structured account of a past event, from multiple perspectives • GDS: Compare the advancements from two different time periods • GDS: Suggest relationships between causes in history
Communication	Year 1	<ul style="list-style-type: none"> • Tell stories and experiences about the past • Talk, write, draw and role play events and people from the past • GDS: Give reasons why a story was set in the past
	Year 2	<ul style="list-style-type: none"> • Describe objects, people or events in history, building on others ideas and discussions • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT
	Year 3	<ul style="list-style-type: none"> • Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions

History skills, knowledge and vocabulary progress ladder

History skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • GDS: Describe and explain events using cause and effect
	Year 4	<ul style="list-style-type: none"> • Present opinions that are contradictory to their own • Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions coherently • GDS: Communicate knowledge and understanding offering points of view based on their research
	Year 5	<ul style="list-style-type: none"> • Structure a detailed argument or complex narrative on a period of time • Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source
	Year 6	<ul style="list-style-type: none"> • Structure talk and debate in both formal and informal ways by grouping arguments by theme • Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support

History Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
past, present, now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, after, future, museum, historian	chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern, primary source, secondary source	era, Anno Domini/AD, millennium, Before Christ/BC, pre-historic, Neolithic, archaeology, excavate, century, first hand, second hand, decade, civilisation, cause, nomadic, period, artefact	millennium, interpretation, conquer, conquest, legacy, invasion, resistance, democracy, revolt, dark ages, middle ages, continuity, reliable, un reliable, truce, medieval, monarch. settlement, invader	Empire, revolution, legislation, reformation, anachronism, interpretation, trends	propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, cavalry, suffrage,

Plus time period specific vocabulary